

Marshall University

Marshall Digital Scholar

Marshall University Catalogs 1910-1919

6-1911

1911 Catalogue of Marshall College, The State Normal School

Marshall University

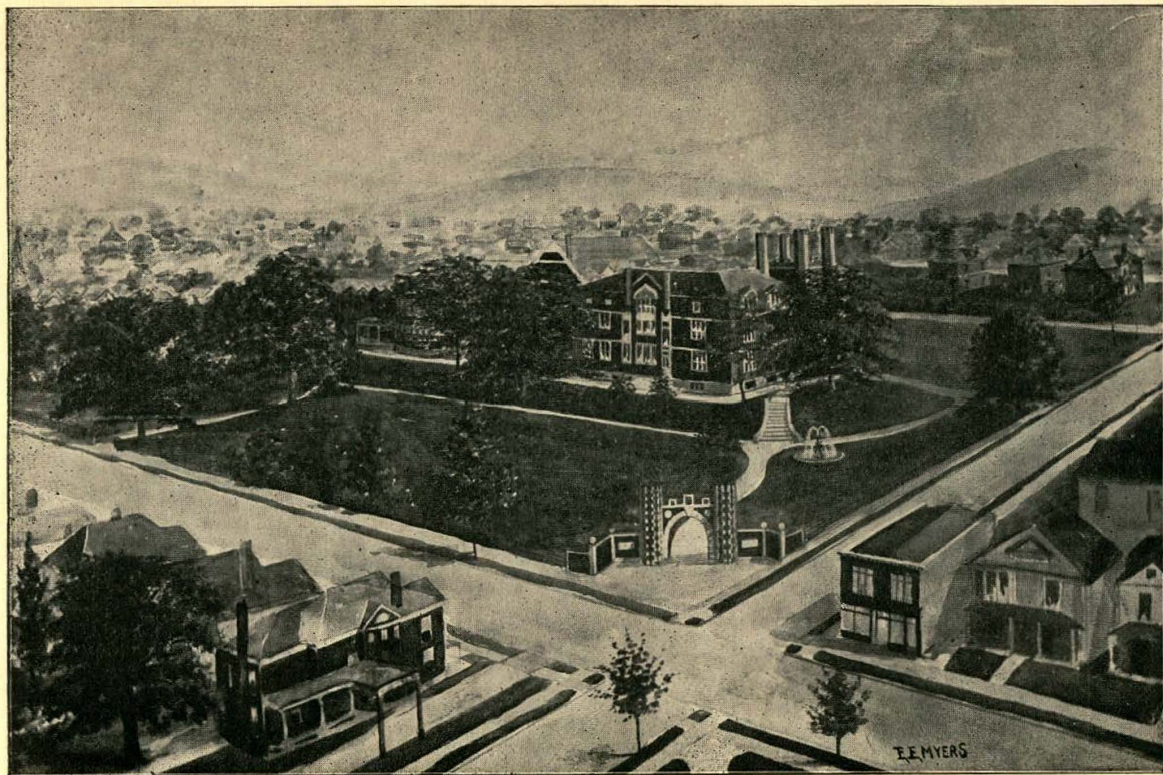
Follow this and additional works at: https://mds.marshall.edu/catalog_1910-1919



Part of the [Higher Education Commons](#), and the [Other History Commons](#)

1837
ANNUAL
CATALOGUE
MARSHALL COLLEGE
A STATE NORMAL
AND
ACADEMIC SCHOOL
1911

ISSUED JUNE 1911
HUNTINGTON, WEST VIRGINIA



*BIRDS-EYE VIEW OF THE BUILDINGS AND GROUNDS CORNER
16th ST. AND THIRD AVE.*

CALENDAR.

SESSION, 1911-'12.

TERM OPENINGS AND CLOSINGS.

FALL TERM—OPENS.....WEDNESDAY, SEPTEMBER 13.
CLOSES.....WEDNESDAY, DECEMBER 20.
WINTER TERM—OPENSWEDNESDAY, JANUARY 3.
CLOSES.....WEDNESDAY, MARCH 13.
SPRING TERM—OPENS.....TUESDAY, MARCH 19.
CLOSES.....TUESDAY, JUNE 11.
SUMMER TERM—OPENS.....WEDNESDAY, JUNE 12.
CLOSES.....FRIDAY, JULY 19.

HOLIDAYS.

COLUMBUS DAY.....THURSDAY, OCTOBER 12.
THANKSGIVING THURSDAY, FRIDAY, SATURDAY AND
 SUNDAY, NOVEMBER 23, 24, 25 AND 26.
CHRISTMAS.....DECEMBER 21 TO 31 INCLUSIVE, AND
 JANUARY 1 AND 2.
WASHINGTON'S BIRTHDAY.....THURSDAY, FEBRUARY 22.
SPRING VACATION.....MARCH 14, 15, 16, 17 AND 18.

OFFICIAL BOARDS

STATE BOARD OF CONTROL

403 Capitol St.,
Charleston, West Virginia.

In the management of educational institutions, the State Board of Control has the direction of the financial and business Affairs.

Hon. James S. Lakin, President,.....Charleston, W. Va.
Hon. John A. Sheppard,Charleston, W. Va.
Hon. E. B. Stephenson, Treasurer.....Charleston, W. Va.

STATE BOARD OF REGENTS

State Capitol,
Charleston, West Virginia

In the management of educational institutions, the State Board of Regents has charge of all matters of a purely scholastic nature.

Hon. M. P. Shawkey, President,.....Charleston, W. Va.
State Superintendent of Schools
Hon. George S. Laidley.....Charleston, W. Va.
Hon. G. A. Northcott.....Huntington, W. Va.
Hon. M. C. Lough.....Fairmont, W. Va.
Hon. J. B. Finley.....Parkersburg, W. Va.

EXECUTIVE—In the School

L. J. Corbly	President
C. E. Haworth.....	Vice President
Grace Felton.....	Secretary and Stenographer
J. A. Fitzgerald.....	Treasurer
W. H. Franklin	Registrar
Mrs. Naomi Everett	Dean of Women
Ora B. Staats	Preceptress
Mrs. Elizabeth Myers	Librarian
Ora B. Staats	Assistant Librarian
Mrs. Nellie A. Kearns.....	Matron
Lilian Hackney.....	Dormitory Treasurer

THE FACULTY

SESSION 1909-'10.

1. L. J. CORBLY, *President*. *Psychology*
West Va. Normal School, State University and Universities of Halle
and Berlin, Germany.

ENGLISH.

2. C. E. HAWORTH, A. B., A. M., *Vice President*. . . . *Literature*
Colgate and Chicago Universities.
3. ADA R. COLBERT, A. B., *Rhetoric*.
West Va. University, Harvard and Chicago.
4. MARY E. KALER, A. B., *English Grammar*.
Ohio University.

FRENCH.

5. MRS. NAOMI EVERETT, Ph. B., *Dean of Women*.
Steubenville Seminary, University of Chicago and University of
Sorbonne, France.

EDUCATION.

6. ANNA S. CUMMINGS, A. B., A. M.
Colby University, Leland Stanford Jr. University, and the Uni-
versities of Grenoble and of Paris.
7. HARRIET LYON, B. E. D., M. E. D., *Supervisor of Model
School*.
Edinboro State Normal Training School, Inter-State School of
Methods. Work under Col. Parker, Thomas Balliet, and Alex-
andre Frye.
8. KATHARINE STAATS, *Grades IV and VI, Model School*
Marshall College.
9. *SYDNEY T. CORBLY, *Grade V*.
New Haven, Conn., High School, Emerson College, and Chicago
University.

* Resigned May 12. Succeeded by Miss Margaret McGugin.

10. ONA ULLMAN, *Grades II and III, Model School.*
Woodsfield High School, Marietta College, and Kindergarten
Course at Chautauqua, N. Y.
11. LILLIAN ISBELL, *Grade I., Model School.*
Huntington High School, and Teachers' College Columbia Uni-
versity.

MATHEMATICS.

12. LILLIAN HACKNEY, A. B.
West Va. University, Ohio Wesleyan, Cornell and Columbia.
13. EDITH CLARKE, A. B., A. M.
Vassar.
14. ELIZABETH COLWELL, A. B., A. M.
Dennison University, Vassar, and Radcliffe.
15. W. R. THACHER, A. B., *English and Mathematics.*
West Virginia University.

LATIN.

16. C. H. SAYLOR, A. B., Ph. D.
Johns Hopkins.
17. B. B. CHAMBERS, A. B.
Marshall College and Dennison University .

GREEK.

18. HARRIETT D. JOHNSON, A. B.
Dennison University and Chicago University.

HISTORY.

19. J. A. FITZGERALD, A. B., A. M.
Marshall College, Georgetown College and Chicago University.

BIOLOGY AND GEOLOGY.

20. NATHAN FASTEN, B. S.
College of the City of New York.

PHYSICS AND CHEMISTRY.

21. R. M. WYLIE, A. B., A. M.
Dennison University

GERMAN.

22. OLLA STEVENSON, A. B., A. M.
Northwestern University and Berlin, Germany.

ART.

23. E. E. MYERS,

Pittsburg, Cincinnati, Harvard and New York University Schools
of Art.

PREPARATORY.

24. EMMA R. PARKER, B. E.,
- Principal.*

Greensboro Female College and University of North Carolina.

25. ANNA DENOON, A. B.,
- Assistant.*

Marietta College

MUSIC.

26. MILDRED MACGEORGE.

Student three years in Berlin, Germany, under Hugo Kaun, Alberta Jonas, and Walter Weyrowetz.

27. HELEN MARY TUFTS,
- Assistant in Piano.*

Marshall College.

28. MRS. URNA SHEPHERD,
- Assistant in Piano.*

Marshall College and Morris-Harvey College.

29. MRS. LOUISE FAY HAWORTH,
- Head of Voice Division.*

Private Study, New York City under Marie Bissell, Armour Gal-
loway and Oscar Sanger.

EXPRESSION.

30. FLORENCE C. WHITE.

Emerson College of Oratory and private study in New York City.

*OTHER OFFICERS**LIBRARY*

31. MRS. ELIZABETH MYERS,
- Librarian.*

32. ORA B. STAATS,
- Assistant Librarian.*

33. WINNIE MOORE,
- Attache*

COLLEGE HALL

34. MRS. NELLIE A. KEARN,
- Matron and Secretary.*

35. ORA B. STAATS,
- Preceptress.*

36. LILLIAN HACKNEY,
- Treasurer.*

* C. E Hedrick assisted for one month last part of fall term.

STANDING COMMITTEES

SESSION 1911-'12.

CLASS OFFICERS.

CLASS OF 1912—Miss Johnson and Mr. Wylie.

CLASS OF 1913—Miss Colwell and Miss Stevenson.

CLASS OF 1914—Miss Burgess and Mr. Chambers.

CLASS OF 1915—Miss DeNoon and Miss Colbert.

GENERAL.

REPAIRS—Mr. Wylie.

PRINTING—Mr. Franklin.

SUBSTITUTIONS—Mr. Corbly.

STUDENT SOCIALS—Miss Staats and Mrs. Kearn.

CREDITS and GRADUATION—Miss Hackney and Miss Colwell.

RECITATION SCHEDULE—Miss Hackney and Mr. Corbly.

BOARDING—Mr. Franklin, Miss Staats and Miss Felton.

LIBRARY—Miss Stevenson, Dr. Haworth, and Mrs. Myers.

ATHLETICS—Mr. Fitzgerald, Mr. Wylie, Mr. Franklin and Mr. Chambers.

STUDENT ORGANIZATIONS—Miss Cummings, Miss Colbert and Miss Burgess.

PUBLIC EXERCISES—Dr. Haworth, Dr. Saylor, Miss Cummings, Miss Johnson and Mr. Corbly.

COLLEGE HALL.

DINING ROOM—Mrs. Kearn, and Miss Hackney.

HOUSE—Miss Staats, Mrs. Kearn and Miss Hackney.

GOVERNMENT—Miss Staats and the Senior Monitors.

INFORMATIONAL

THE NAME

Marshall College, as stated on the following page, is not as yet a "degree-conferring" institution, indeed is not a "college" in the accepted meaning of that term, hence the inquiry by many, Why the name "Marshall College"? Answer: It received the name because the trustees had decided, at the time it was given, 1856 to change it from an "academy" to a "college," and eleven years later, 1867, when the school passed from private to state control, the legislature voted to retain the name "Marshall College", which, therefore, is the legal as well as the "sentiment" name, and a name its friends and promoters sincerely hope to make good in less than a decade.

HISTORY

"Marshall Academy" was established in 1837, shortly after the death of the great jurist, Chief Justice John Marshall of the Supreme Court of the United States, one of Virginia's greatest men as well as one of our country's greatest jurists, and received its name in honor of that distinguished Virginian.

The school was organized as a private institution. In 1856 "Marshall Academy", by vote of the trustees and by many decided changes in the organization of the courses of study, became "Marshall College." The effects of the Civil War were severely felt in this section of Virginia (now West Virginia) and little attention, as a result, could be given to educational matters during that period and for a few years afterward. In 1867, after much earnest and self-sacrificing effort by the more substantial friends of the school, "Marshall College," the private institution, became "Marshall College," a state normal and academic institution.

Until 1902 the work was almost wholly academic, there being no training department for teachers and but a very limited amount of professional work in an academic way.

In January 1902 the department of education was organized and the nucleus of a model, or training, school was opened. Since then the department has grown to one of the strongest in the school. For details as to the organization of the departments see under those heads further along in this book.

ORGANIZATION

Although the policy of the school, as outlined by its friends and

promoters, and approved by the Board of Regents, is to continue to strengthen the courses of study till they meet the requirements of a normal college, the work as yet, as will be noted by reference to present courses, is confined to that of the normal, required for teachers in the grades of the public schools, town and village principalships and high schools, rural district superintendents, county superintendents, and work of like grade as our state system is now organized, and the academic required, first, as a foundation for the normal work, and second, as preparation for entrance to dental, medical, law, and other professional schools, and for admission to more advanced academic institutions.

As now organized the work is arranged under *fourteen* different heads or departments, each placed under a capable and experienced "head" who is held responsible for the organization of, and for the amount and kind of work done in, his particular department, also for the proper co-ordination of his own with other departments of the school; and no instructor is recommended by the president for a position in any department who is not satisfactory to its head.

The departments are: 1. English. 2. Education. 3. Mathematics. 4. History. 5. Biology. 6. Physics and Chemistry. 7. Art. 8. Latin. 9. Greek. 10. German. 11. French. 12. Geography and Geology. 13. Music. 14. Expression. See under these various headings, on advanced pages for details.

The school is co-educational.

LOCATION

Huntington, W. Va., named for C. P. Huntington, the great railroad builder, and former owner of all the land on which his namesake municipality stands, is West Virginia's youngest, but one of its most progressive cities, second in size (only Wheeling having a greater population) and certainly the most beautifully laid out city in our commonwealth. Its founding dates from the seventies—about *forty* years after the founding of Marshall College; its population had reached 12,000 in the year 1900.

In 1910 the population reported by the census bureau was 31,161. Since that time Guyandotte, the very old and historic town adjoining Huntington on the east, voted to unite her forces with this prosperous little city, thus adding to Huntington's population 1,700 more persons, making a total of 32,861. The school census for 1911 indicates growth of about 2,000 in the original Huntington since the 1910 census, thus giving the city a total population, June 1911, of about 34,861.

The city is located at the junction of the Guyandotte river with the Ohio river, and extends along the banks of the latter river, whose direction is east to west here, from 37th street east to 22d street west, a distance of *four* miles, and from First Avenue, on the southern bank of the Ohio river, southward to 13th Avenue skirting the foothills, and then still up hills and glens quite a distance to the south where nice suburban

homes are going up in all directions. A plan for beautifying the southern (foothills) side of the city has lately been submitted by Landscape Architect Withers of Jersey City, which plan was adopted and work on it will be begun at the earliest convenience. This plan includes the following:

1. A boulevard from the south bank of the Ohio river on the east bank of Four Pole creek up this latter meandering stream which skirts the foothills, to the city park, through the park eastward to the little brook coming in from Cemetery Hill, up this through the cemetery to the east side of same, thence along the east border of the cemetery to connect with the 20th street road to present cemetery entrance.

2. Laying out and beautifying the City Park.

3. Laying out the new section of the cemetery and beautifying the same together with a new and additional entrance.

The plan of the city is simple and modern in its details.

All avenues extend east and west parallel to the Ohio river, and are numbered from First Avenue on the bank of the Ohio southward to the foothills.

All streets extend north and south, at right angles to the Ohio river and the avenues, and are numbered from First Street eastward and First Street westward.

All the main avenues, from First to Thirteenth, are 80 to 100 feet in width, and all streets are 60 to 80 feet wide.

The Ohio river at this point is a noble stream of about *three thousand* feet, from bank to bank, navigable for large river steamers, passenger and freight, and runs through one of the richest as well as one of the most beautiful valleys in America.

The city is reached by steamers on this river and by the following railways:

1. The "Chesapeake and Ohio" with its two western terminals at Louisville, Ky., via Lexington, Ky., and at Cincinnati, O.; its two eastern terminals at Newport News, Va., on the Atlantic coast and at Washington, D. C.; This road has through Pullman chair, diner, and sleeper facilities without change, to Louisville, Cincinnati, Indianapolis, St. Louis, and Chicago on the west, and with Richmond, Norfolk, Newport News, Washington, Baltimore, Philadelphia, and New York on the east.

2. The "Baltimore and Ohio" with its western terminal at Kenova, 8 miles west of Huntington, where it connects with the "Chesapeake and Ohio" and the "Norfolk and Western"; it follows the Ohio valley northward connecting with points east and west on its main lines at Parkersburg, 121 miles north, at Wheeling, 215 miles north, and at Pittsburg 281 miles north; at Wheeling and Pittsburg of course are connections with other trunk lines east and west. Eastern and western cities are reached by this route with Pullman chair, diner and sleeper all the way, and with but one change.

3. The "Norfolk and Western," which crosses the Ohio river at

Kenova, 8 miles west of Huntington, connections which are made by Ohio river steamers, the "Ohio Valley Electric," the "Chesapeake and Ohio," or the "Baltimore and Ohio" railways, and through these, with the "Norfolk and Western", with all points east and west.

4. The "Ohio Valley Electric Railroad", which unites the cities and towns of the valley on the west, with Huntington, and through it making Huntington the center of a population of about 75,000, with whom *half-hour* trolley connections are made from 5 a. m. to 11 p. m.

The following will indicate, in a relative way, about where Huntington is:

FROM HUNTINGTON, WEST—C. & O. Railway.

4	Hours	15	Minutes	TO CINCINNATI	161 miles
7	"	10	"	TO LOUISVILLE	
11	"	50	"	TO INDIANAPOLIS	
16	"	10	"	TO CHICAGO	
17	"	20	"	TO ST. LOUIS	

FROM HUNTINGTON, EAST—C. & O. Railway.

1	Hours	15	Minutes	TO CHARLESTON (the State capital)	50 miles
5	"	15	"	TO WHITE SULPHUR SPRINGS on top of the Alleghenies	195 miles.
11	"	45	"	TO RICHMOND, Va.	
18	"	05	"	TO NORFOLK, VA.	
15	"	15	"	TO NEWPORT NEWS, VA.	
12	"	30	"	TO WASHINGTON, D. C.	437 miles
13	"	40	"	TO BALTIMORE	477 miles.
16	"	05	"	TO PHILADELPHIA	562 miles.
18	"	15	"	TO NEW YORK	667 miles.

FROM HUNTINGTON, NORTH—B. & O. Railway.

3	Hours	8	Minutes	TO PARKERSBURG, W. VA.,	121 miles
6	"	5	"	TO WHEELING, W. VA.	215 miles.
8	"	10	"	TO PITTSBURG,	281 miles.
15	"	10	"	TO WASHINGTON, D. C.	479 miles.
21	"	10	"	TO NEW YORK	700 miles.

FROM HUNTINGTON, WEST—N. & W. Railway

1	Hours	25	Minutes	TO PORTSMOUTH, OHIO	47 miles.
3	"	15	"	TO CHILICOTHE, OHIO	80 miles.
4	"	55	"	TO COLUMBUS, OHIO	146 miles.

FROM HUNTINGTON, EAST—N. & W. Railway.

2	Hours	25	Minutes	TO WILLIAMSON, W. VA.	82 miles.
6	"	50	"	TO BLUEFIELD, W. VA.	189 miles.
10	"	40	"	TO ROANOKE, VA.	294 miles.
19	"	00	"	TO NORFOLK, VA.	552 miles.

GOVERNMENT

1. STATE BOARD OF CONTROL

All state institutions of whatever kind are under the control of a central board of three members, known as the State Board of Control. This board has its offices at the state capital, give their entire time to the work, and receive a salary of \$5,000 per year. Its members are appointed by the governor for a term of six years, one every two years. Its functions are distinctively executive and financial, it being the duty of the board to recommend all state appropriations to the state legislature, control the expenditure of the same, take charge of all building and repairs, and to control the finances of every state institution. In power and authority it stands second only to the three coordinate branches of the state government, and is the immediate agent through which the financial policy of the state is executed.

The appropriations by the state to defray the expenses of this board, for the years 1911 and 1912, per year, are as follows.

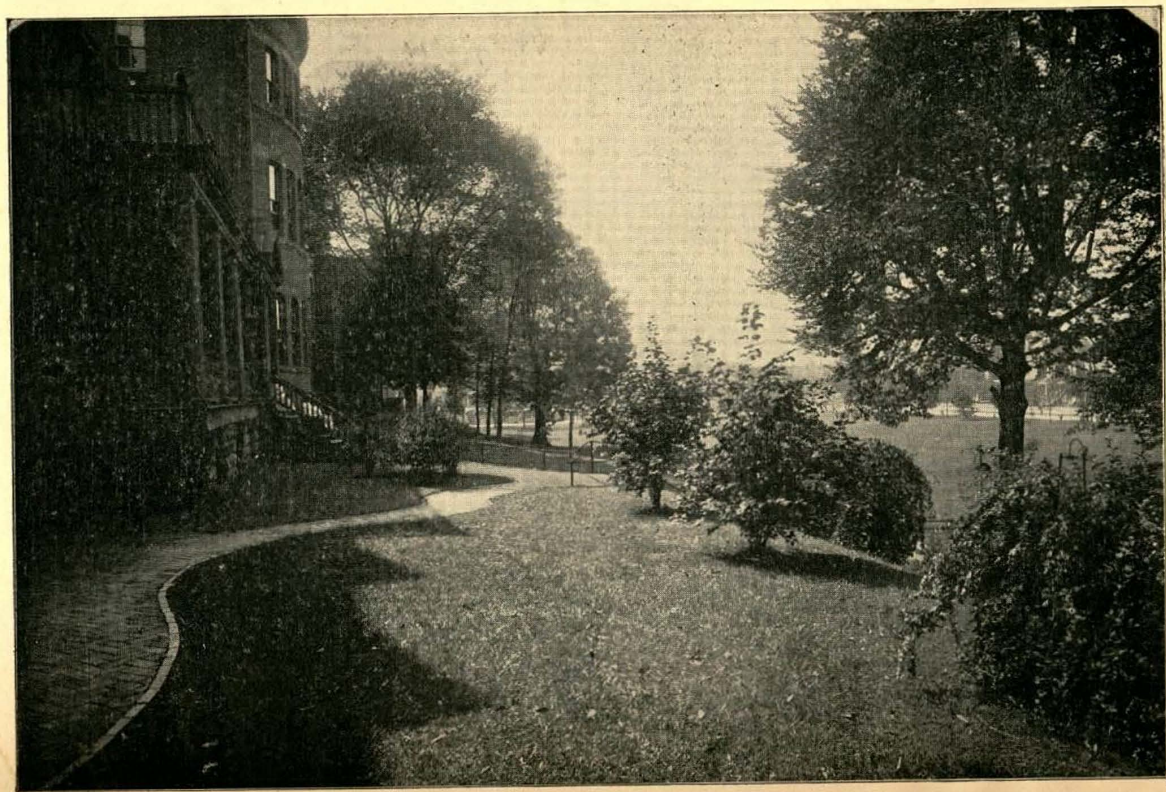
1. Traveling expenses	\$ 2,500
2. Salaries of clerical force	\$11,300
3. Salaries of the board	\$15,000

Total per annum	\$28,800
-----------------	----------

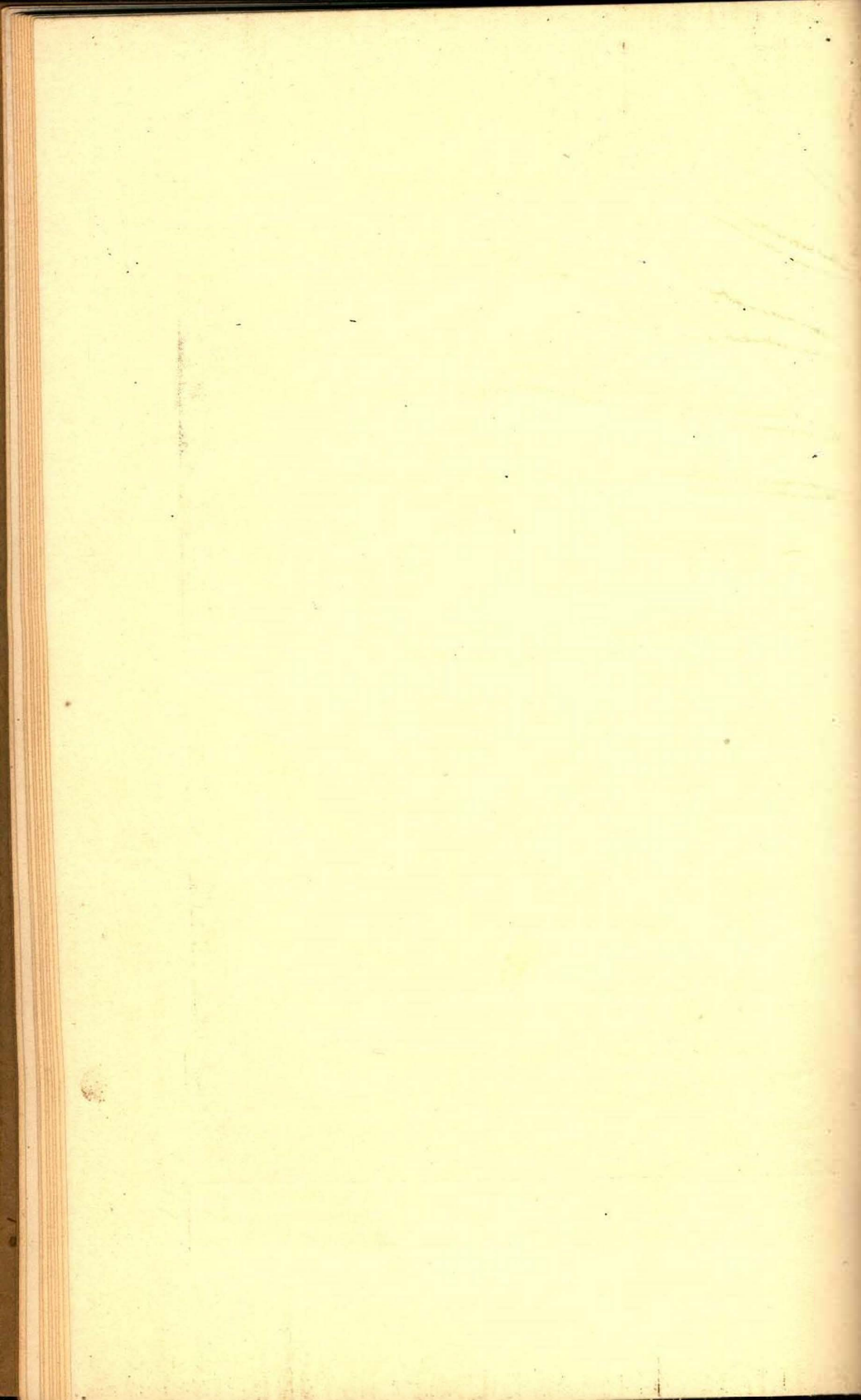
2. STATE BOARD OF REGENTS.

Acting jointly with the State Board of Control, is a State Board or Regents whose duties are administrative. Their sphere of action is limited to the state educational institutions, and in this capacity to the educational policy of each school, its courses of study, the number of teachers it shall have, also employes, attaches, &c., the salary of each (subject to the amount of the appropriation made therefor, of course), and to the approval of the State Board of Control, such titles as members of the faculty shall have, and such other matters as affect the educational policy of each institution. While acting jointly with the State Board of Control so far as their powers and duties extend (the regents) their acts are subject to the approval or rejection of the Board of control, since this later board handles the funds.

The State Board of Regents is composed of five members, of whom the "state superintendent of schools" is president, ex officio. Their term of office is *four years*, (that is also the length of the elective term of office of the "state superintendent of schools") and the term of one member of the board expires each year. They, excepting the president, (whose office is elective at each quadrennial state election) are appointed by the governor, two from each of the two leading political parties. The presumption is, of course, that the president of this board is in political sympathy with the party in power, hence with the majority of the board, though



LOOKING N. W. FROM COLLEGE HALL



the opposite would be the case should the opposing candidate for state superintendent of schools be elected at the regular quadrennial election.

The 1911 and 1912 appropriations to defray the annual expenses of this board are as follows:

- | | |
|---|---------|
| 1. For salary of secretary | \$200 |
| 2. For contingent and traveling expenses of the board | \$1,000 |
| 3. For salaries of four members | \$4,000 |

The president of this board draws a regular salary as state superintendent of schools.

3. THE FACULTY.

All matters of discipline, so far as is possible, are referred to the faculty; indeed the very healthful sentiment prevails with the board that theirs should be a *laissez faire* policy in such matters until actual necessity arises.

Aside from the fixing of salaries, the employment and removing of teachers, and the fiscal affairs of the Normal school and its branches, the duties of conducting these schools are almost exclusively left to the faculties, who have learned to appreciate their responsibilities and not to worry either executive or state board with details except when absolutely necessary.

Student government to some extent is being inaugurated, and will be judiciously extended as results justify; but not yet is the time ripe in any school of young people for turning matters of government and discipline wholly over to the immature, the inexperienced, and the remotely responsible; the strong hand of the faculty, conservatively, sympathetically, calmly, but none the less surely and effectively, kept behind all major matters of school discipline and school government cannot well be dispensed with; and in this just as little interference as possible from still higher authority is especially to be desired if government and discipline are to be administered with a minimum of friction and a maximum of dignity and effect to all interested.

We have little sympathy with the hasty and extreme extension of democratic ideas of government in any part of the American system, from the home to the presidency of the United States; this can come only with, or after, a very wide dissemination of sanely democratic ideas of personal responsibility in all matters affecting the individual and his fellow. The strong hand of intelligent responsibility cannot be left out of any system of government.

It may not be amiss in this connection, to say that we have little sympathy likewise, for many of the forms in which that remarkably ill-defined thing known as "college spirit" seeks to express itself, rather to assert itself. Educational systems are seeking to rid themselves today, as never before, of much that has been purely experimental, purely formal, and purely sentimental. Not a few of our more pretentious schools have done this in some lesser things and have ignored it in more important

ones. It is pretty nearly time to decide whether any of the practices and customs of young men and young women at school, such as escapades that compromise reputation as well as character, both of the individual and of the school, certain liberties that have degenerated into offensive licenses, such for example, as excessive smoking and chewing, gambling, drinking, "rushes" that endanger life or limb, hazing, "smart tricks" that humiliate, if they do not injure, the worthy and the inoffensive, class contests of any kind that leave bad feelings or "bad tastes in the mouth," anything, in short, that lowers the dignity of manly and womanly ideas of fun and of college life; it is pretty nearly time to decide whether such practices constitute any part of a sane system of education.

College spirit that expresses itself in disorder of any kind, in the destruction or abuse of property, in the humiliation or injury of the innocent and the inoffensive, in excesses of any kind that are out of harmony with the orderly and gentlemanly bearing of young men, is false in theory and hurtful in practice. There are many ways for having fun and enthusiasm without degenerating to beastly practices, brutal treatment of others, coarse forms of fun which defy authority and injure persons and property.

"College fun" and "College spirit" are too often misunderstood, too often taken for synonymous terms. *Real* "College spirit" is not something that asserts itself at the expense of orderly, gentlemanly conduct; it consists in loyalty to one's school, a loyalty due to no superficial, foolish or insane devotion such as is born of prejudice, partisanship or ill-founded preferences, but a loyalty born of congenial associations, high ideals, and sane devotion to, and belief in the standards, methods, policies, and principles represented and carried out by a faculty whose scholarship, character, and ability command the esteem and confidence of manly young men and womanly young women. The fun and pleasures of college life are mere incidents so these main features of college spirit and will *always* come to him and to her who do their part in making real college spirit by subscribing by work and worth to the things a college ought to stand for—the making of men and women who stand for high ideals, who can think things worth while, do things worth while, be something worth while.

APPROPRIATIONS—1911, and 1912.

COST PER STUDENT, AND OTHER DATA.

The biennial session of the legislature during the session which adjourned the latter part of February, 1911, made the following appropriation for Marshall College, per year, for the two years beginning Oct. 1, 1910 and ending Oct. 1, 1912.

Repairs and Improvements, each year	\$3,000
Current expenses, each year	\$6,000

Salaries, each year

\$24,770

Total annual allowance by the State

\$33,770

The total enrollment for the past year, session of 1910-'11, was 1081. \$33,770 divided by this number gives \$31.24, the average cost, per capita, to the state, for each student enrolled in the institution.

The total number of teachers employed to teach these 1081 children and youth and somewhat mature young men and women, was 30, who gave the entire year to their work. The total amount of salary fund used from state appropriations to pay these teachers was \$21,504.94, or \$716.83 per teacher. In other words, the cost to the state for teachers salaries at this school averaged \$716.83 per teacher for teaching the future teachers of the state. This does not include, either, the librarian, the preceptress, the matron, the assistant librarian and some lesser help in handling and helping the student body, who did not cost the state one cent of money.

True the salary schedule runs from \$450 to \$1500, besides the president's salary, but all the rest was paid by the earnings of the school through tuitions &c.

The total earnings of the school from various fees charged, not including dormitory board, amounted to \$11,547.78 as shown at the close of the May 1st report. These fees went toward paying additional on the salary fund, and for current expenses.

Putting together the allowance made by the state for all purposes for the year 1911, and adding to that the amount received as fees &c., the total is \$45,317.78.

Dividing this by the total enrollment, the total cost per capita for the total number enrolled here amounts to \$41.99, \$22.02 per capita of which the students themselves paid \$11,547.78.

Comment on the part of the writer is unnecessary. These are figures with which the public should be familiar.

REGULATIONS and EXPLANATIONS

THE WORD "SESSION" as used in this book includes three terms, the fall, the winter, and the spring, see page 2. The summer term, which is, in fact, a half term, is not included when speaking of a "session."

THE WORD "TERM", OR "QUARTER", as used in this book means a quarter of a year, (three months), or a third, approximately, of the nine months "session" extending from the September opening to the June Commencement.

THE FALL TERM opens on the Wednesday nearest the 15th of

September and closes about the end of the third week of December, never later, often from one to three days earlier, according to the day of the week in which Christmas falls.

THE WINTER TERM opens on the *third day* of January if the *first* (New Years Day) fall on Sunday, Monday or Tuesday; on the *fourth day* of January if the *first* fall on Friday or Saturday; on the *fifth* of January if the *first* fall on Thursday; on the *second* if the *first* fall on Wednesday; this term closes on Wednesday nearest the 15th day of March.

THE SPRING TERM opens on Tuesday following the close of the *winter term*, and closes on the Tuesday nearest the 10th of June.

THE SUMMER HALF-TERM opens on the day following the June Commencement, and closes on Friday of the sixth week, (including the week of Commencement day).

A "*UNIT*" as used in this catalogue means the work in any approved subject for one SESSION, or its equivalent, recitations *one hour* in length, *five* recitations per week—in other words about 185 hours of class work.

A "*COUNT*" is equal to *one-third* of a "*Unit*", or about 62 hours of class work.

A "*POINT*" is *one-fifth* of a "*Count*", or about 12 1-2 hours of class work.

GRADUATES FROM THE NORMAL COURSE are awarded No. 1 state certificate good for 5 years and renewable under reasonable conditions. These certificates are accepted in all the public schools of the state except a few of our larger towns, where applicants holding these certificates may be required to pass an additional examination.

THE ALUMNI ROLL numbers 862 since the school became a state institution

THE SCHOOL has its own book and stationery store in the main building.

THE LIBRARY contains about *fifteen thousand* volumes, and has, on its reading tables, *eighty-six* of the standard English, French, German, and American magazines.

SINCE A MODEL SCHOOL, organized as a practice school for teachers and including all eight grades, is connected with the institution, there ceases to be any age limit for admission to the various courses, except the first primary, which is 5 years. The Board of Regents ruled that any youth whose ability, character and educational attainments fit him for entering the freshman or more advanced years of the courses should be admitted regardless of his age.

ANY STUDENT who falls short more than *two counts* of completing his course of work, normal or academic, at the close of any spring term is permitted to appear on the platform with the graduating class at the June Commencement and take part in all the senior exercises, provided he duly enrolls for the succeeding summer term and pays all fees connected with the same before the opening of commencement week im-

mediately preceding said summer term. In such cases his diploma is withheld till he has completed in a satisfactory manner within said summer term the remaining *one* or *two* counts against him, after which his diploma will be presented by the president.

ANY STUDENT may complete his course at the close of either fall or winter term, but in such cases he is expected to be present and take part in all senior exercises at the following June commencement unless excused therefrom by the president.

NO STUDENT is permitted to graduate without having spent *one full session*, (three consecutive terms), fall, winter, and spring, in residence work here. By "residence work" is meant attendance in person, not by correspondence or by attendance on some other school.

ALL RECITATION PERIODS are *one hour* in length.

NO STUDENT IS PERMITTED to carry more than *four full subjects*, (20 hours class work, per week) without the consent of his class officers, and none is permitted to carry fewer than *three full subjects* except by permission of the president; and unless there is satisfactory excuse for not carrying more than two subjects, a special tuition is charged.

TO RANK AS A FRESHMAN a student must have not more than 48 "Counts" of work yet to do to complete his course.

TO RANK AS A SOPHOMORE 36 "Counts" is the maximum number yet to complete.

TO RANK AS A JUNIOR 24 "Counts" is the maximum number yet to complete.

TO RANK AS SENIOR 12 "Counts" of uncompleted work is the maximum at the opening of the fall term. Students falling below the standard for Senior Rank may rank as "candidates" for senior standing provided they have not more than 14 "Counts" of uncompleted work. As such they can have no vote in electing senior officers for the class, but may take part in all senior social and business functions till the faculty rules that senior rank is impossible for them. If, at the close of the fall term the number of "Counts" against a senior candidate be reduced to *eight*, he will be entitled to full senior rank, otherwise he will remain on the candidate list.

NO STUDENT will be given rank in any year above the Freshman till he has submitted an approved list of credits, duly made out, and signed by the proper authorities where the work was done, hence those wanting advanced standing must see to it that their credits are in at the opening of the year, or they will be seated with the Freshmen.

THERE ARE 48 COUNTS of work in each of the courses (normal and academic), besides vocal music, the senior spelling test, and the work of the seminaries, 12 in each of the *four years*.

STUDENTS who come here for the purpose of carrying music only art only, oratory only, or any two or more of these subjects, unless they live

in town, will be required to give at least four full hours per day besides their recitation hours, to their practice work in these subjects.

ALL STUDENTS, in whatever department they may be engaged, are required to attend chapel exercises, which are conducted once per week, Wednesday, from 10:30 to 11:00.

NO STUDENT is permitted to board anywhere or room anywhere except in places approved by the boarding committee; and should anyone be found in a place not approved by the committee, he or she will be notified at once to move, on penalty of being dropped from school.

WHEN A STUDENT changes his place of rooming he should notify the secretary in the president's office at once, also his class officers, that they may correct the records and be able to locate him in case a long distance phone call or telegram of importance come to the office for him.

STUDENTS ARE EXPECTED to report to the president's office for enrollment within *twenty-four* hours after their arrival in the city, sooner if convenient.

WRITING FOR GRADES OR CREDITS

There are now over 850 Marshall graduates, and several thousand undergraduates who have attended school here for a longer or shorter period. Quite naturally a large number of these write this office each year for a statement of their work here. Once this was a negligible element in the total of the office duties, hence was easily attended to. It is different now. This has grown to such an extent that we took it up with the Board of Control as to how to meet this and kindred work now grown to considerable proportions. Their suggestion was, that in the absence of the proper office force, some one be engaged to do this work in consideration of a small fee to be charged for same; accordingly a fee of 25c will hereafter be charged for looking up one's credits, grades, or other feature of record on the college books.

This fee of 25c should be sent to Prof. W. H. Franklin, who has been appointed to take entire charge of the records; or, better still, address the letter to

The Registrar

Marshall College

Huntington, W. Va.

All matters pertaining to *Grades, Credits, Standing &c.*, should be addressed to the Registrar as above, whether written by graduates or by those who have not graduated.

ASKING FOR CREDIT

Those who wish credit here for work done elsewhere should write the *Registrar* for a blank form which we keep, and in which it is possible to enter in proper form all the data desired by the credit committee here. If such a blank form is desired it can be inserted in the catalogue when sending it.

IMPORTANT CHANGES

MADE BY THE

STATE BOARD OF REGENTS

I. IN THE WORK

Between the time of writing this catalogue and the time of going to press, the State Board of Regents met in annual session with the heads of all the state schools, at Charleston, and transacted much business of importance, among which the following is of special interest to this institution:

1. The Normal Course of Study was extended from a *four-year* to a *five-year* course, the extension to be applied as follows:

(1.) The class of 1912 will not be required to take any of the additional work of the extended course, but will graduate on the completion of the *four-year* course as it now stands, *unless* some one or more of the heads of the schools wish to require a part of it as a condition of graduation for this class. Marshall College will not require any additional work, however, of the 1912 class, above the present *four-year* course.

(2) The class of 1913 will be required to complete the present *four-year* Normal course, and not less than *one-third* of the work of the *fifth year*.

(3.) The class of 1914 will be required to complete the present *four-year* Normal course and not less than *two-thirds* of the *fifth year*.

(4.) The class of 1915 will be required to complete the full "*five-year*" Normal course. Any principal or president who so desires may require the completion of the full *five-year* Normal course of an earlier class than the 1915 students, but it is probable that Marshall College will comply with the rule as adopted.

2. As soon as the various heads of the different schools find it practicable they are to change the arrangement of the courses of study from the "quarter" or "term" plan to the "semester" plan, having two terms per session, thereby, instead of three, as now. By this new arrangement the *first semester* would open with the September opening and continue to the end of the *third week of January*; the *second semester* would open about the *fourth week* of January and close with the June commencement.

A special semester, intended particularly for students who cannot enter as early as the second semester, will perhaps open about the middle of March and continue till the end of the second or third week of July.

All these details, however, will have to be very carefully worked out to suit the needs of the students, for it is in their interest that all changes of this kind are made.

It is probable that the class of 1912, and, perchance, the class of 1913, will be put on the semester plan with the opening of the September, 1911, session. The students cannot but heartily approve of this change because it means:

First—Two examinations per year instead of three.

Second—Better credits in schools of advanced standing since the "semester plan" is becoming almost universal.

The teachers cannot but like it for both reasons given above, and for the additional very important reason that it gives opportunity for extending the various shorter courses, such as Botany, Geology, Sociology, History, Physiography, Zoology, &c. from *three months to four and one-half months* thus adding materially to thoroughness in our work.

3. A committee selected from the heads of the Normal School and its branches was appointed to confer with a corresponding committee from the university with a view to definitely and finally arranging a basis of credits between these schools. Under the present system of credits, or lack of them, many of the graduates from this and the branch schools go to other states and to the denominational schools of this state, rather than to the state university, because what we and our students think are credits due them are not, as a rule, allowed. The object of the appointment of this committee is to adjust these matters.

L. J. Corbly of Marshall College and Principal Rohrbaugh of the Glenville Normal were appointed on this committee.

4. The Fifth Year of the Normal Course of Study appears in this catalogue (See under head of "Courses of Study") as the "Additional Year." A few electives from this *fifth year* may be substituted in the *fourth year* of the Normal course, by the class of 1912.

5. No change has as yet been made in the length of any of the courses of study except the Normal Course, and none will be made this year.

6. The class of 1912 will please understand that they will graduate without any additional requirements beyond the present *four year* course. This change does not affect them in any way except that it gives them a larger elective field for substitutions in the professional subjects.

II. IN THE FACULTY

The entire faculty was reelected except the following:

1. Miss Mary Kaler accepted a position in the English department of Athens University, Ohio, known as the "Ohio University."

2. Mr. Thacher goes to Charleston, W. Va., High School.
3. Mrs. Sydney Thomas Corbly resigned and is succeeded by Miss Inez Brookfield.
4. Miss Pearl Huey, who was substituting for Miss DeNoon (promoted to the place of *second assistant* in mathematics, in May) withdrew and her successor has not been named at this writing.
5. Prof. W. H. Franklin, on leave of absence the past year to study in Harvard, was reelected to his former position as *first assistant* in English (teacher of rhetoric). He was also made Registrar.
6. Miss Fannie Burgess, on three years leave of absence to study in the University of Chicago, is made head of the new department of Geography and Geology.
7. Miss Elizabeth Colwell was made *first assistant* in Latin and Mathematics and placed on a *first assistant's* salary.
8. The department of "Biology and Geology," (too heavy for one department) has been divided into the two departments: "Biology", with Prof. Fasten continued as the head of this work, and "Geography and Geology" with Miss Burgess as department head.

The session of 1911-12 opens Wednesday, September 13, 1911. It is well to add this second and special reminder for the benefit of "the forgetful."

LOAN FUND

Marshall College has been selected as one of the *twenty* normal and academic schools of the country that is to be favored, through a wealthy gentleman of the State of Washington, with a "Loan Fund" of *One Thousand Dollars* for the benefit of worthy students in limited financial circumstances, thanks, sincere and decided, to the kindness of one who is an utter stranger to the school and to its head. It shall be the care and pleasure of the management of this fund to place it where it will best serve the admirable purposes of the gentleman who has so thoughtfully **and** so effectively remembered the worthy young men and women of West Virginia who are struggling against tremendous odds to educate themselves. Truly we shall spare no pains to make this investment in brains and energy and personal worth an honor to the distinguished benefactor and to the school and the state into which, from the far west, this money comes.

On behalf of the school we beg to express our very high appreciation of this splendid contribution toward higher education in West Virginia.

The committee of the faculty on "Credits and Graduation," together with the president of the school,

L. J. Corbly,
Miss Lilian Hackney,
Miss Elizabeth Colwell,

will have charge of this fund, and will meet September 15th, to adopt Rules and Regulations governing the loaning of the money. The fund is available for the session of 1911-'12.

ENTRANCE REQUIREMENTS

1. RECOMMENDATION

It is always the proper thing to do when enrolling a student who has never been in a school of the grade of this one before, to require of him a written or personal recommendation from some influential citizen who is familiar with his life, character, general behavior, and habits of study. Such a letter is expected of every new student who enrolls here.

2. CREDITS

It is the business of the "Committee on Credits and Graduation" to be sufficiently familiar with the schools of this state to intelligently allow proper credits for work done elsewhere without resorting to set examinations except in extreme cases. In cases of students from other states it is only a case of more detailed and careful inquiry.

In order to receive credit for any of the work of the Freshman, Sophomore, Junior, or Senior years it is necessary that the student furnish a certified list of the subjects on which he wishes credit, duly signed by the teacher or principal or superintendent, or other officer of proper authority.

Blank forms for entering these credits in due form are kept in this office and will be furnished free of cost, upon application to the Secretary, Marshall College, Huntington, W. Va.

The applicant for credits should use due precaution to see that all details required on the blank forms sent him should be filled out in full.

3. FEES

By order of the State Board of Control to whom all moneys collected are remitted, *all* fees are payable in advance, for each *quarter* or *term*.—*fall, winter, spring, and summer*; hence credit or delays should be wholly unasked for.

The following are the *fees* required, per quarter.

a. ACADEMIC and NORMAL

	FALL	WINTER	SPRING	SUMMER
<i>MODEL SCHOOL</i>	\$5.00	\$5.00	\$5.00	
<i>PREPARATORY</i>	\$5.00	\$5.00	\$5.00	\$6.00
* <i>FRESHMAN</i>	\$3.00	\$3.00	\$3.00	\$6.00
* <i>SOPHOMORE</i>	\$3.00	\$3.00	\$3.00	\$6.00
* <i>JUNIOR</i>	\$3.00	\$3.00	\$3.00	\$6.00
* <i>SENIOR</i>	\$3.00	\$3.00	\$3.00	\$6.00

b. MUSIC.

<i>PIANO</i> —Head Pianist	\$18.00	\$16.00	\$17.00	\$9.00
<i>PIANO</i> —Assistants	\$16.00	\$15.00	\$16.00	\$8.00
<i>VOICE</i>	\$18.00	\$18.00	\$18.00	

c. ART.

<i>ANY OF THE SPECIAL WORK IN ART</i>	\$18.00	\$16.00	\$17.00	\$10.00
---	---------	---------	---------	---------


d. EXPRESSION.

<i>FIRST YEAR</i>	\$16.00	\$16.00	\$16.00	\$8.00
<i>SECOND YEAR</i>	\$18.00	\$18.00	\$18.00	\$9.00
<i>THIRD YEAR</i>	\$20.00	\$20.00	\$20.00	\$10.00
<i>SINGLE LESSONS</i>	<i>ONE DOLLAR.</i>			

* For these courses students from other states pay an additional fee of \$6.00 for the Fall, Winter, and Spring Quarter, making these three fees \$9.00 each instead of \$3.00. For the Summer Quarter, and for all other departments these *fees* are just the same as for West Virginia students.

There are small fees for laboratory breakage and supplies in Physics, Chemistry, Biology, and Art.

There are small fees also for the use of pianos for practice in the music department, also for History of Music and Harmony. See under these departments further over for these.

 PLEASE NOTE: Tuitions and other fees are not refunded. In the department of music, art, and expression lessons will be made up to students who are kept out by continued and severe illness.

All fees are payable for the *quarter* in advance—at the time of enrollment.

COURSES OF STUDY

CLASSIC, MODERN LANGUAGE, ACADEMIC ELECTIVE,
NORMAL AND MODEL SCHOOL.
ART, MUSIC, AND EXPRESSION.
WITH NOTES AND DETAILS EXPLANATORY

CLASSIC COURSE

FRESHMAN YEAR

FALL TERM	WINTER TERM	SPRING TERM
+ ENGLISH GRAM. I	+ ENGLISH GRAMMAR II.	+ ENGLISH GRAMMAR. III.
*LATIN I.	LATIN II.	LATIN III.
*HEBREW HISTORY	GREEK HISTORY	ROMAN HISTORY
*ART	PHYSIOGRAPHY	+ ALGEBRA I.

SOPHIOMORE YEAR

RHETORIC I.	RHETORIC II.	RHETORIC III.
*LATIN IV.	*LATIN V.	*LATIN VI.
*GREEK	*GREEK	*GREEK
*FRENCH	*FRENCH	*FRENCH
*GERMAN	*GERMAN	*GERMAN
ALGEBRA II.	ALGEBRA III.	ALGEBRA IV.

JUNIOR YEAR

AMERICAN LIT. I.	AMERICAN LIT. II.	ENGLISH LITERATURE I.
*LATIN VII.	*LATIN VIII.	*LATIN IX.
*GREEK	*GREEK	*GREEK
*FRENCH	*FRENCH	*FRENCH
*GERMAN	*GERMAN	*GERMAN
PLANE GEOMETRY I.	PLANE GEOMETRY II	SOLID GEOMETRY
ENGLISH HIST. I. or	ENGLISH HISTORY II. or	BOTANY or
MEDIAEVAL HIST.	+ MODERN HISTORY	CLIMATOLOGY

SENIOR YEAR

ENGLISH LIT. II	ENGLISH LITERATURE III.	ENGLISH LITERATURE IV.
*LATIN X.	*LATIN XI.	*LATIN XII.
*GREEK	*GREEK	*GREEK
*FRENCH	*FRENCH	*FRENCH
*GERMAN	*GERMAN	*GERMAN
PHYSICS I. or	PHYSICS II or	PHYSICS III or
CHEMISTRY I.	CHEMISTRY II.	CHEMISTRY III.

1. All recitations *five times* per week unless otherwise indicated by Arabic numerals.

2. A "UNIT" is *nine months* work in any subject reciting *five times* per week.

3. A "COUNT" is *one-third* of a UNIT.

4. A "POINT" is *one-fifth* of a COUNT.

5. This course includes 16 UNITS (48 COUNTS).

6. To complete this course 48 COUNTS are required, not fewer than 18 of which COUNTS must be taken in languages other than English, and not fewer than 12 of these 18 language COUNTS must be taken in Latin, or Greek, or both. (See Note 2 on opposite page).

* Elective but subject to requirements named in Note 6.

MODERN LANGUAGE COURSE

FRESHMAN YEAR

FALL TERM	WINTER TERM	SPRING TERM
ENGLISH GRAMMAR I.	ENGLISH GRAMMAR II.	ENGLISH GRAMMAR III.
LATIN I.	LATIN II.	LATIN III.
HEBREW HISTORY	GREEK HISTORY	ROMAN HISTORY
ART	PHYSIOGRAPHY	ALGEBRA I.

SOPHOMORE YEAR

RHETORIC I.	RHETORIC II.	RHETORIC III.
LATIN IV.	LATIN V.	LATIN VI.
FRENCH I OR	FRENCH II. OR	FRENCH III. OR
GERMAN I.	GERMAN II.	GERMAN III.
ALGEBRA II.	ALGEBRA III.	ALGEBRA IV.

JUNIOR YEAR

AMERICAN LITERATURE I.	AMERICAN LITERATURE II.	ENGLISH LITERATURE I.
*LATIN VII.	*LATIN VIII.	*LATIN IX.
*GREEK	*GREEK	*GREEK
*FRENCH	*FRENCH	*FRENCH
*GERMAN	*GERMAN	*GERMAN
ENGLISH HISTORY I. OR	ENGLISH HISTORY II. OR	BOTANY OR
MEDIAEVAL HISTORY	MODERN HISTORY	CLIMATOLOGY
PLANE GEOMETRY I.	PLANE GEOMETRY II.	SOLID GEOMETRY

SENIOR YEAR

ENGLISH LITERATURE II.	ENGLISH LITERATURE III.	ENGLISH LITERATURE I.
*LATIN X.	*LATIN XI.	*LATIN XII.
*GREEK	*GREEK	*GREEK
*FRENCH	*FRENCH	*FRENCH
*GERMAN	*GERMAN	*GERMAN
PHYSICS I. OR	PHYSICS II. OR	PHYSICS III. OR
CHEMISTRY I.	CHEMISTRY II.	CHEMISTRY III.

1. All Recitations are *one hour* in length.
2. All classes recite *five times* per week unless otherwise indicated by Arabic numerals.
3. A "UNIT" is *nine months* work in any subject reciting 5 times per week.
4. A "COUNT" is *one-third* of a UNIT.
5. A "POINT" is *one-fifth* of a COUNT.
6. Sixteen UNITS (48 COUNTS) are required for graduation from this course, not fewer than SIX of which UNITS (18 COUNTS) must be taken in language other than English, and not fewer than FOUR of these SIX language UNITS (12 "counts"), must be taken in the Modern Languages.

* Elective but subject to requirements named in Note 6.

ACADEMIC ELECTIVE COURSE

FRESHMAN YEAR

FALL TERM	WINTER TERM	SPRING TERM
ENGLISH GRAMMAR I.	ENGLISH GRAMMAR II.	ENGLISH GRAMMAR III.
LATIN I	LATIN II.	LATIN III.
HEBREW HISTORY	GREEK HISTORY	ROMAN HISTORY
MET	PHYSIOGRAPHY	ALGEBRA I.

SOPHOMORE YEAR

RHETORIC I.	RHETORIC II.	RHETORIC III.
ALGEBRA II.	ALGEBRA III.	ALGEBRA IV.
LATIN IV.—GREEK	*LATIN V.—GREEK	*LATIN VI.—GREEK
FRENCH—GERMAN	*FRENCH—GERMAN	*FRENCH—GERMAN
ENGLISH HISTORY I OR	ENGLISH HISTORY II. OR	BOTANY
MEDIAEVAL HISTORY	MODERN HISTORY	

JUNIOR YEAR

AMERICAN LITERATURE I.	AMERICAN LITERATURE II.	ENGLISH LITERATURE I.
LATIN VII.	*LATIN VIII.	*LATIN IX.
GREEK	*GREEK	*GREEK
FRENCH	*FRENCH	*FRENCH
GERMAN	*GERMAN	*GERMAN
PLANE GEOMETRY I	PLANE GEOMETRY II.	SOLID GEOMETRY
DRAWING, OR	GEOLOGY, (DYNAMIC) OR	CLIMATOLOGY
ADVANCED PHYSIOLOGY	ASTRONOMY	

SENIOR YEAR

ENGLISH LITERATURE II.	ENGLISH LITERATURE III.	ENGLISH LITERATURE IV.
PHYSICS I.	PHYSICS II.	PHYSICS III.
CHEMISTRY I.	CHEMISTRY II.	CHEMISTRY III.
PLANE TRIGONOMETRY	SPHERICAL TRIGONOMETRY	ANALYTICAL GEOMETRY
MECHANICAL DRAWING	MECHANICAL DRAWING	COLLEGE ALGEBRA
		AGRICULTURE, OR
		DOMESTIC SCIENCE

1. All recitations *one hour* in length, and *five times* per week unless otherwise indicated by Arabic numerals.

2. A "UNIT" is *nine months* work in any subject reciting *five times* per week.

3. A "COUNT" is *one-third* of a UNIT.

4. A "POINT" is *one-fifth* of a COUNT.

5. This course includes 16 UNITS (48 COUNTS).

* Not fewer than *one* and not more than *two* UNITS of this group is the requirement.

o Any *two* of these *three* UNITS is the requirement.

NORMAL COURSE

FRESHMAN YEAR

FALL TERM	WINTER TERM	SPRING TERM
\backslash ENGLISH GRAMMAR I. \backslash LATIN I. \backslash HEBREW HISTORY \backslash ART	\backslash ENGLISH GRAMMAR II. \backslash LATIN II. \backslash GREEK HISTORY \backslash PHYSIOGRAPHY	\backslash ENGLISH GRAMMAR III. \backslash LATIN III. \backslash ROMAN HISTORY \backslash ALGEBRA I.

SOPHOMORE YEAR

\backslash RHETORIC I. \backslash LATIN IV. \backslash ALGEBRA II. ENGLISH HISTORY I. OR MEDIAEVAL HISTORY	\backslash RHETORIC II. \oplus LATIN V. \backslash ALGEBRA III. ENGLISH HISTORY II. OR MODERN HISTORY	\oplus RHETORIC III. \oplus LATIN VI. \oplus ALGEBRA IV. \oplus BOTANY
--	---	---

JUNIOR YEAR

\backslash AMERICAN LITERATURE I. \backslash PLANE GEOMETRY I. \backslash PHYSICS I. OR \backslash CHEMISTRY I. \backslash ART	\backslash AMERICAN LITERATURE II. \backslash PLANE GEOMETRY II. \backslash PHYSICS II OR \backslash CHEMISTRY II. GEOLOGY, (DYNAMIC), OR ECONOMICS, OR ASTRONOMY	\backslash ENGLISH LITERATURE I. \backslash SOLID GEOMETRY \backslash PHYSICS III. OR \backslash CHEMISTRY III. ZOOLOGY, OR SOCIOLOGY, OR CLIMATOLOGY
--	---	---

(See page 34)

NORMAL COURSE (CONTINUED)

SENIOR YEAR

<i>FALL TERM</i>	<i>WINTER TERM</i>	<i>SPRING TERM</i>
<i>ENGLISH LITERATURE II.</i>	<i>ENGLISH LITERATURE III.</i>	<i>ENGLISH LITERATURE IV.</i>
<i>PEDAGOGY (2)</i>	<i>HISTORY OF EDUCATION (4)</i>	<i>CHILD STUDY (2)</i>
<i>PSYCHOLOGY (3)</i>	<i>READING (1)</i>	<i>ETHICS (3)</i>
<i>SEMINARIES (2)</i>	<i>PSYCHOLOGY (1)</i>	<i>TEACHING (4)</i>
<i>METHODS (3)</i>	<i>SEMINARIES (2)</i>	<i>VOCAL MUSIC (1)</i>
<i>OBSERVATION WORK</i>	<i>HYGIENE (1)</i>	<i>DOMESTIC SCIENCE (4) or</i>
	<i>ORTHOGRAPHY (1)</i>	<i>AGRICULTURE (4)</i>
	<i>ART</i>	<i>SCHOOL SANITATION (1)</i>

ADDITIONAL YEAR

<i>AMERICAN HISTORY (3)</i>	<i>CIVICS (2)</i>	<i>INFLUENCE OF GEOGRAPHY</i>
<i>ADVANCED PSYCHOLOGY (2)</i>	<i>GENETICS AND EUGENICS (1)</i>	<i>UPON AMERICAN HISTORY (3)</i>
<i>METHODS IN TEACHING (3)</i>	<i>METHODS AND DISCIPLINE (1)</i>	<i>ADVANCED CHILD STUDY (3)</i>
<i>PHILOSOPHY OF EDUCATION (3)</i>	<i>COMPARATIVE STUDY OF</i>	<i>W. VA. INSTITUTIONS (2)</i>
<i>SCHOOL ADMINISTRATION</i>	<i>SCHOOL SYSTEMS (3)</i>	<i>SCHOOL CURRICULA (2)</i>
<i>AND SUPERVISION (3)</i>	<i>RURAL SCHOOL PROBLEMS (2)</i>	<i>TOWN AND CITY SCHOOL PROBLEMS (3)</i>
<i>CARE AND CULTURE OF THE</i>	<i>ART AND ARCHITECTURE (2)</i>	<i>HISTORY OF ART AND</i>
<i>BODY (2)</i>	<i>TEACHING (5)</i>	<i>ARCHITECTURE (2)</i>
<i>COMMERCIAL GEOGRAPHY (4)</i>	<i>ADVANCED PHYSIOGRAPHY (4)</i>	<i>LIBRARY WORK (1)</i>
		<i>HISTORICAL GEOLOGY (4)</i>

NOTES ON THE NORMAL COURSE

1. All recitations are *one hour* in length.
2. All classes recite *five times* per week unless otherwise indicated by Arabic numerals.
3. A "UNIT" is *nine months* work in any subject reciting 5 times per week.
4. A "COUNT" is *one-third* of a UNIT.
5. A "POINT" is *one-fifth* of a COUNT.
6. The above course of study includes 16 UNITS or 48 COUNTS.

Let it be understood that the Normal Diploma for the class of 1912 will be issued on the completion of the first *four years* of the above course, (Freshman, Sophomore, Junior, and Senior).

For explanation of the "Additional Year" of the Normal Course see pages 23, 24, 25, 26 in this catalogue, printed in colored ink.

PREPARATORY WORK

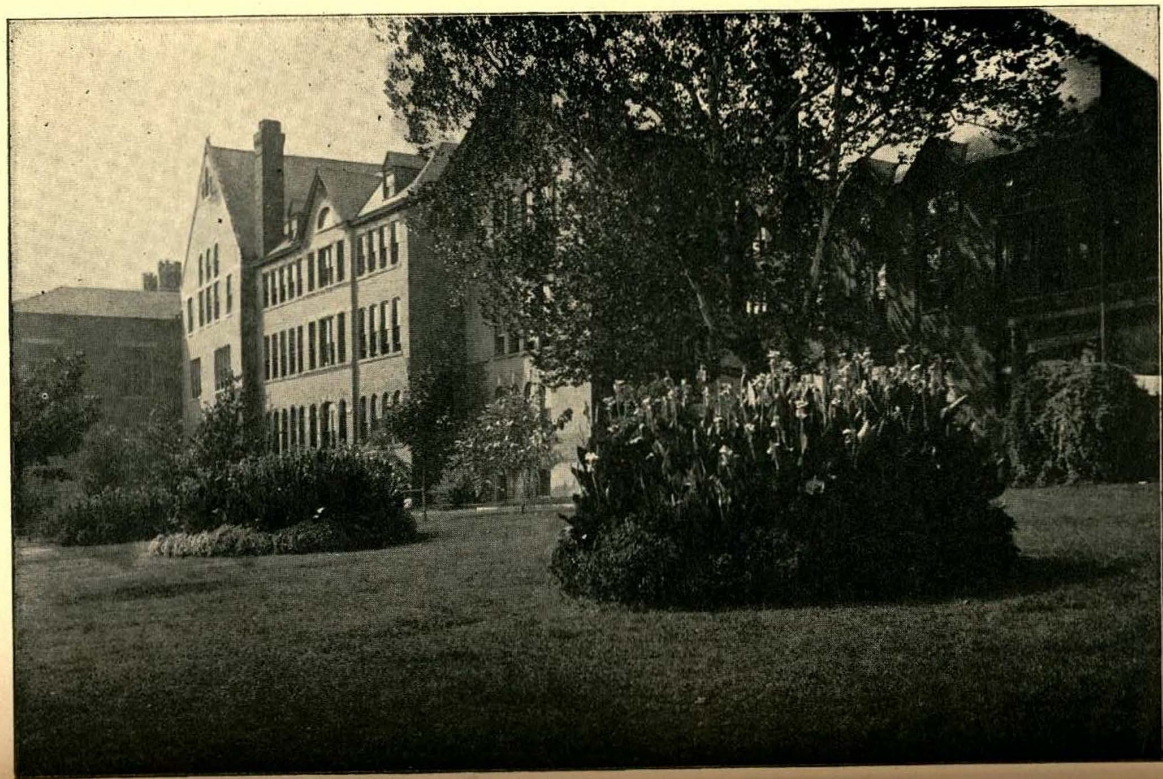
Those who are not far enough advanced in their studies to enter the Freshman year will find work to suit them in the preparatory year, where the following subjects are taught:

- | | |
|-------------------------|------------------|
| 1. Spelling | 6. Grammar |
| 2. Reading | 7. U. S. History |
| 3. Arithmetic (Written) | 8. Penmanship |
| 4. Arithmetic (Mental) | 9. Physiology |
| 5. Geography | 10. Composition |

TEACHERS REVIEW WORK

Arithmetic, Written..... Any Good Book	3 months
Arithmetic, Mental..... Brooks	3 months
Bookkeeping..... Budget System	3 months
Civil Government.....Any Good Book	3 months
Geography, Political.....Any Good Book	3 months
Geography, Physical..... Tarr	3 months
Grammar..... Reed & Kellogg	3 months
History, United States..... Any Good Book	3 months
History, General..... Any Good Book	3 months
History, Greek	Any Good Book
History, Roman..... Any Good Book	3 months
History, English..... Any Good Book	3 months
Drawing.....No Text Required	3 months
Orthography..... Text Prepared by the President...	3 months
Penmanship.....	3 months
Physiology.....Any Good Book	3 months
Theory & Art of Teaching. White	3 months

Teachers and prospective teachers taking "review work" are not limited to four subjects, not even to five, if they can carry more without injury to themselves. We take it for granted that they know better than we do what review they need and how much they can do.



CAMPUS SCENE, 5th AVE. SIDE

THE WORK OF THE COURSES OUTLINED

The work of the school is organized under fourteen heads known as departments, which are:

- | | |
|------------|---------------------------|
| 1. ART | 8. HISTORY |
| 2. MUSIC | 9. BIOLOGY |
| 3. LATIN | 10. EDUCATION |
| 4. GREEK | 11. EXPRESSION |
| 5. FRENCH | 12. MATHEMATICS |
| 6. GERMAN | 13. GEOGRAPHY and GEOLOGY |
| 7. ENGLISH | 14. PHYSICS and CHEMISTRY |

In outlining the work under the various departments the plan adopted is, to refer to consecutive terms under any subject by means of Roman numerals. For example: Latin I. means the first term of the first year work in Latin; Latin II. means the second term of the first year work; Latin III. means the third term of the first year work; Latin IV. means the first term of the second year work, and so on up to Latin XII., which means the third term of the fourth year work. The same is true of Greek, German, French, Physics, Geometry, and all other subjects covering more than one term.

The word "term" is used in the sense of "*quarter*," or three months, approximately. The "fall term", or quarter, covers *fourteen weeks*, the "winter term" less than *twelve weeks*, the "spring term" even *twelve weeks*, a total of about *thirty-seven weeks*. The "summer term" is really but a *half term*, being a day or two less than six weeks, usually.

By a "Unit", as used in this school, is meant, the work of *thirty-seven weeks*, *five recitations per week*; in all, including examinations, *one hundred and eighty-five recitations*, each *one hour* in length. In other words a "Unit" represents *one-hundred and eighty-five hours* of class work.

One-third of a "Unit", or three months work on the same basis as the "Unit", is referred to here as a "Count", which represents practically *sixty-two hours* of class work.

One-fifth of a "Count", the amount of work done in a term, recitations but *once per week*, is referred to as a "Point", which represents *twelve and one-half hours* work.

All recitations are *one hour* in length.

The following is a detailed outline of the work of the courses:

ENGLISH

FRESHMAN YEAR.

ENGLISH I. Advanced grammar: Verbs, Verb phrases, Infinitives, Participles, Adverbs, Prepositions and Conjunctions, analysis and parsing. Composition work continued. Reading Irving's *Sketch Book*. *Carpenter's Grammar* is the text used.

ENGLISH II. *The Sentence and the Paragraph*. This is a course in analysis and composition. The structure of the sentence is studied logically by analytic detail. Daily themes consisting of a single paragraph of fifty to one hundred words form an important part of the work of this course. The *Vicar of Wakefield* is read out of class, and one recitation period of each week is given to a discussion of the story from the various points of view which it affords. *Kimball's English Sentence*, as far as Infinitives, is the text used.

ENGLISH III. *The Sentence and the Paragraph*. The analytic study of the sentence completed. Scott's *Ivanhoe* is read out of class, with class treatment as in I, except that topics will be assigned for special reports. *Kimball's English Sentence*, completed..

SOPHOMORE YEAR.

ENGLISH IV. Exercises in the correct use of Nouns and Pronouns; practice in writing narratives and descriptions (The usual requirement in Composition in Rhetoric I and II, is a theme of 300 to 400 words once a week. Occasionally a longer theme is substituted for one or more shorter ones); a study of specimens of narration and exposition in good literature; a study of George Eliot's "*Silas Marner*" as a narrative with a plot. (Some of the literature studied in Rhetoric I, II and III, is read out of class, and some of it is read in class; all of it is covered by oral and written exercises that thoroughly test the student's knowledge of the work.) Text—*Hill's Beginnings of Rhetoric and Composition*.

ENGLISH V. Exercises in the correct use of Verbs, Adjectives, Adverbs, Prepositions, and Conjunctions; a study of the qualities of expression; practice in writing narratives, descriptions, and expositions; a discussion of the forms of poetry; a study of short selections as specimens of different kinds of versification; a brief study of Coleridge's "*Rime of the Ancient Mariner*" and Shakespeare's "*Julius Caesar*." Text—*Hill's Beginnings of Rhetoric and Composition*.

ENGLISH VI. A further study of diction and the forms of composition; daily practice in writing themes; a study of Macaulay's "*Life of Johnson*," and Burke's "*Speech on Conciliation with America*." Particular attention will be given to theme work in this course.

JUNIOR YEAR.

ENGLISH VII. AMERICAN LITERATURE I. This course is mainly historical, at the close of which special attention will be given to the writers of the Revolution. The drift of English Literature in the Seventeenth and particularly the Eighteenth century is held in view for comparative or historical reasons. The course is given principally by lecture varied with frequent quizzes and discussions. Class discussions are particularly encouraged, and every effort is made to insure that vital touch with subject so necessary in a soulful study of literature. The library has been supplemented by numerous reference works. The composition courses of this course consist of minor themes, and one major theme of not less than two thousand words to be handed in at the close of each term.

The Major Theme is designed specifically to develop independent thinking and research. Throughout the course in American and English Literature this theme as required, is made one of the distinctive features of the student's work. The subject is assigned at the opening of each term, and with this a sufficiently complete bibliography is noted. From this moment independence in both research and treatment is encouraged. The adoption of this theme has been abundantly justified by experience. It invariably stimulates the earnest student towards healthful and vigorous self assertion. A type written copy of this theme is required.

The object of the minor themes is two-fold. One of these themes will consist of 1500 words or more, the subject bearing directly upon the work more specifically in hand. In the study of Chaucer, for instance, there is not sufficient time to elaborate in class the social and political conditions prevailing during his life. A carefully prepared paper on that subject materially assists the student in a more enlightened understanding of Chaucer's works. Besides this theme, briefer ones, consisting of about 200 words, will be required, every alternate Friday. The object of these is to test and further strengthen the student's ability to apply the principles of Unity, Mass and Coherence. Practical lectures will aim to make clear that these principles of composition are fundamental, that they are not arbitrary and mechanical regulations, but that they are inherent laws necessarily connected with clarity in expression, written or oral.

ENGLISH VIII. AMERICAN LITERATURE II. This course embraces a hand to hand study of the leading American poets and prose writers. Very little time will be devoted to biographical detail. Minor and major themes required.

ENGLISH IX. ENGLISH LITERATURE I. This course embraces a historical review of early English Literature, for which ample library reference is afforded, and also a study of the minor works of Chaucer, with the reading of "The Prologue" and the "Knight's Tale" of the Canterbury Tales.

SENIOR YEAR.

ENGLISH X. ENGLISH LITERATURE II. Historical review of literature from Chaucer to Shakespeare. The significance of the writings of Surrey and Wyatt particularly noted. The development of the English Drama, Spencer's *Fairy Queen*; Cantos I. and II. read in class. Shakespeare. Minor and major themes required.

ENGLISH XI. ENGLISH LITERATURE III. Milton, Dryden, Pope, and the literature of the Eighteenth century. Critical study by lecture on contrast in spirit between Elizabethan and Eighteenth century literature. Major and minor themes required.

ENGLISH XII. ENGLISH LITERATURE IV. Poetry of the Nineteenth century. Bronson's English Poems used in this course. This course is particularly designed to inspire critical and appreciative study of the great English poems from the Lyrical Ballads to Rosetti. Minor and major themes directly applicable to the work in hand required.

MATHEMATICS

FRESHMAN YEAR.

ARITHMETIC. One term of three months is given to arithmetic this year in whatever form the special needs of the class from year to year require. It is chiefly work on the principles of arithmetic, mental and written.

ALGEBRA I. The four fundamental operations, special cases of multiplication, factoring. *Milne's Standard Algebra* to page 119.

SOPHOMORE YEAR.

ALGEBRA II. Factoring reviewed, divisors and multiples, fractions, simple equations. *Milne's Standard Algebra* from page 119 to 176.

ALGEBRA III. Solution of equations of the first degree containing two or more unknown quantities, graphic solutions, involution, evolution, fractional and negative exponents, radicals. *Milne's Standard Algebra* from page 176 to 279.

ALGEBRA IV. Quadratic equations, graphic solutions, general review, ratio and proportion, progressions, elementary treatment of inequalities, variables, binomial theorem, use of logarithms, permutations and combinations. *Milne's Standard Algebra* from page 279 to the end.

JUNIOR YEAR.

GEOMETRY I. Plane Geometry. Demonstrations of theorems, constructions and demonstrations of problems, (lines, triangles, quadrilaterals, polygons and circles). *Milne's Geometry*, Books I and II.

GEOMETRY II. Plane Geometry. Ratio and Proportion, demonstrations of theorems, constructions and demonstrations of problems, including length of lines and areas of triangles, parallelograms, trapezoids, regular polygons and circles. *Milne's Geometry*, Books III, IV, V. and VI.

GEOMETRY III. Solid Geometry. Demonstrations of theorems and problems, including planes, dihedral and polyhedral angles, prisms, pyramids, similar and regular polyhedrons, cylinders, cones and spheres. *Milne's Geometry*, Books VII., VIII., IX.

SENIOR YEAR.

The work of this year is elective according to the course the student may choose.

TRIGONOMETRY I. Plane Trigonometry. Definitions of trigonometric functions and ratios, functions of 0, 30, 45, 60, 90, etc., degrees, formulas for the sine, cosine, tangent and cotangent of the sum and difference of two angles, for twice an angle and half an angle, antitrigonometric functions, the use of trigonometric tables and the solution of right and oblique triangles. *Wells Plane Trigonometry*.

TRIGONOMETRY II. Spherical Trigonometry. Derivation of formulas for right and oblique spherical triangles, Napier's rules, six cases of oblique triangles, area of spherical triangles, geographical and astronomical problems. *Wells Spherical Trigonometry*.

ALGEBRA VI. (COLLEGE ALGEBRA). The course in College Algebra includes the following required subjects: Inequalities, indeterminate equations, mathematical induction, logarithms, undetermined coefficients, partial fractions, general discussions of the binomial theorem, the exponential and logarithmic series, theory of equations.

The subjects—convergency of series, summation of lines and determinates, will be optional. *Wells University Algebra*.

ANALYTICAL GEOMETRY. Plane Analytical Geometry, co-ordinates. loci of equations, the straight line, parallels and perpendicular—the circle, parabola, ellipse and hyperbola, tangents and normals, poles and polars *Nichols' Analytical Geometry*.

HISTORY

This department includes History, Civics, Economics and Sociology.

The History work includes West Virginia History, United States History, Bible History, History of Greece and the Orient, Rome, Europe and England. The student must master the text, due emphasis being placed upon the study of government, and acquire a satisfactory knowledge of historical geography from the use of outline maps, blackboard drawings, wall charts, etc. Collateral reading involving references to secondary authorities and selected sources, not less than 500 pages, is required. More of this kind of work is demanded from advanced than from elementary classes. Bi-weekly written reports are made as to the amount read. Topics and search questions are assigned for study and written reports, it being the aim to make this sufficient to necessitate the requisite amount of reading, to stimulate the interest of the student, and to develop

the judgment of the pupil with referenec to the importance of leaders, measures, periods and nations. Lectures are sometimes given, but the time for class work is principally devoted to quizzes, papers upon topics previously assigned for investigation and class discussion.

The work in Economics, Sociology and Civics is pursued in a similar way.

The following is a list of the courses given in this department:

1. THE UNITED STATES TO 1776.
2. THE UNITED STATES 1776-1829.
3. THE UNITED STATES SINCE 1829.
4. THE UNITED STATES—A Teacher's Review Course.
5. THE HEBREWS—From Abraham to the Absorption of Judea by Rome.
6. THE ORIENT AND GREECE. Text—Botsford's *History of the Orient and Greece*.
ROME. Text Morey's *Outlines of Roman History*.
8. THE MEDIAEVAL PERIOD. Text Harding's *Essentials of Mediaeval and Modern History*.
9. THE MODERN PERIOD. Text—Harding's *Essentials of Mediaeval and Modern History*.
10. ENGLAND TO 1603. Text—Cheyney's *Short History of England*.
11. ENGLAND SINCE 1603. Text—Cheyney's *Short History of England*.
12. WEST VIRGINIA. Texts—*Lewis History and Government of West Virginia* and *Fast and Maxwell's History and Government of West Virginia*.
13. CIVICS. A study of American Government; Contrasts with European forms. Text—Willoughby's *Rights and Duties of American Citizenship*.
14. ECONOMICS. The Principles of Political Economy. Text—*Laughlin's Elements of Political Economy*.
15. SOCIOLOGY. Society; its Development, Relationships and Problems. Text—*Small and Vincent's Introduction to the Study of Society*.

LATIN

In the work of this department and of Greek there is a constant effort to lead the student to realize the vital connection existing between English and the classical language, as well as to appreciate the literary and historic value of the masterpieces he reads. Good maps and pictures supplement the class room instruction. The library is well supplied with works for reference and parallel reading.

The work of these departments is made practical. Those who are fitting themselves to teach in our public schools may gain from a careful study of classics, ease, accuracy, and variety of expression in the use of English as well as broad mental culture.

LATIN I. Bennett. First Year Latin. Lessons I. to XXXVII.

LATIN II. Bennett, Lessons XXXVII. to LXVIII.

LATIN III. Bennett, Lessons LXVIII. to LXXII. Caesar, Book II. in Bennett.

LATIN IV. Caesar, Book I. Prose Composition, Bennett, Preparatory Latin Writer.

LATIN V. Caesar, Books III-IV. Prose Composition as above.

LATIN VI. Cicero against Catiline. Orations I-III. Prose Composition as above.

LATIN VII. Cicero against Catiline, Oration IV. The Manilian Law and the Archias. Prose Composition.

LATIN VIII. Vergil, Aeneid, Books I-III. Prose Composition.

LATIN IX. Vergil, Aeneid, Books IV-VI. Prose Composition.

LATIN X. Horace.

LATIN XI. Livy.

LATIN XII. The work varies from year to year.

Courses I., II., and III., comprising the work of the first year, cover pronunciation, inflection, vocabulary, syntax and easy translation from Latin into English and English into Latin.

Courses IV. and V. have as their particular object facility in translation. They embrace, as leading to this end, a thorough review of inflection and syntax, and a study of the history and geography involved in Caesar's Commentaries.

In Courses VI. and VII., in addition to the emphasis placed all the way through on form and syntax, attention is given to the elements of Cicero's eloquence, and the condition of the Roman Commonwealth.

Courses VIII. and IX. lay particular stress upon scansion, figures, and mythology.

The effort, through these nine courses, is to secure such mastery of form and syntax that the words of the authors taken up in courses X., XI., and XII. may be studied chiefly as vehicles of thought and masterpieces of literature.

GREEK

The work in Greek covers 3 years, or 9 units, 5 recitations per week, of one hour each.

GREEK I. First Greek Book, 41 lessons. Text—*White*.

GREEK II. First Greek Book, lessons 42-72 inclusive. Text *White*.

GREEK III. First Greek Book completed; Xenophon's Anabasis, Book I., first 5 chapters. Prose Composition, 10 lessons, Texts—*White*; Anabasis, *Harper and Wallace*; Prose Composition—*Gleason*; grammar, *Hadley-Allen*.

GREEK IV. Anabasis, Book I. completed. Book II. Prose composition, 10 lessons. Texts—*Harper and Wallace*; *Hadley-Allen*; *Gleason*.

GREEK V. Anabasis, Books III. and IV. Homer's Iliad, Book I.

412 lines. Prose composition, 10 lessons. Texts—*Harper and Wallace; Hadley-Allen; Gleason; Iliad, Seymour.*

GREEK VI. *Iliad*, Book I. completed; Books II. and III., with selections from Book VI. Prose composition, 10 lessons. Texts—*Seymour, Hadley-Allen, Gleason.*

GREEK VII. *Lysias* four orations. Prose composition, 10 lessons.

GREEK VIII. Selections from Herodotus. Thucydides, and Xenophon's *Memorabilia*. Prose composition, 10 lessons.

GREEK IX. Plato, *Apology* and *Crito*. Prose composition. 10 lessons.

Courses I. and II. involve thorough drill in pronunciation, accent, inflection and vocabulary.

In Course III. connected translation is begun, accompanied by a thorough review of form and syntax. The principal parts of 90 irregular verbs are memorized.

In Courses IV. and V. an effort is made to acquire a good working knowledge of Attic form and syntax; in Course VI. particular attention is given to the Homeric dialect and idiom, and to figures, Scansion, and mythology.

Beginning with Course II., sight reading in the New Testament is done once a week. Text—*Westcott & Hort.*

In the work of the second and third years, a constant effort is made to lead the student to comprehend and estimate correctly the literary, historical and ethical merits of the masterpieces he studies; to teach him to regard them as vehicles of thought, and as a stimulus to clear thinking.

GERMAN

OUTLINE.- GERMAN I. Elements of German. Text—*Becher Rhoades*. First 25 lessons. Exercises daily in pronunciation based on Victor's and Klinghardt's Methods.

GERMAN II. *Becher-Rhoades* Elements of German completed. Sight reading.

GERMAN III. Memorizing poetry. Reading "*Immensee*," "*Germelshausen*," "*Der Lindenbaum*" alternating with "*Im Vaterland*."

GERMAN IV. Reading and discussion in German; "*Willkommen in Deutschland*." Study of Idioms. German Grammar—*Thomas*.

GERMAN V. Reading, "*Hoher Als Die Kirche*," "*Der Neffe als Onkel*." German Composition. Study of Idioms.

GERMAN VI. "*Die Yungfrau von Orleans*," "*Geschichten vom Rhein*."

GERMAN VII., VIII., and IX. Lessing's "*Minna von Barnhelm*," Schiller's "*Wilhelm Tell*," Goethe's "*Herman and Dorothea*," Hatfield's "*Lyrics and Ballads*," original composition work.

GERMAN X., XI., XII. Schiller's "*Wallenstein's Tod*," Lessing's "*Nathan der Weise*," Goethe's "*Egmont*," Heine's *Poems*; Parallel

Reading; Scherer's *Geschichte der Deutschen Literatur*; Goethe, by Carl Heineman. Schiller. Wychgram, *Deutsche Literatur geschichte*; Robert Koenig.

FRENCH

FIRST YEAR. Grammar, *Fraser and Squair*. Two hundred pages.

Reading. First Term: "Le Chien du Capitaine," *Enault*.

SECOND TERM. "Mon Oncle et Mon Cure," *La Brete*, with composition work based upon it.

THIRD TERM. "La Belle Nivernaise," *Daudet*, with composition work.

SECOND YEAR. Grammar. *Fraser and Squair*, completed.

Reading. First term: "Tartarin sur Les Alpes," *Daudet*.

SECOND TERM. "Le Roi des Montagues," *About*.

SECOND TERM. "La Tulipe Noire," *Dumas*.

THIRD TERM. "Quatre-Vingt-Treize," *Hugo*. Composition and dictation through the year.

THIRD YEAR. Grammar reviewed. Reading. Verse and drama.

Special attention given to the works of Hugo, Moliere and Racine. Composition through the year.

FOURTH YEAR. Grammar work in connection with composition continued. Various of the classics, the selections varying from year to year, are read in the fourth year; frequent drills in sight reading and composition based upon the classic being studied are made a distinctive feature of the work. French literature as a literature receives liberal attention in this year, and French authors and their writings receive individual attention in addition to the study of French literature as a whole.

EXPRESSION

Expression is the art of the spoken word.

The impulse to express starts in the mind. The agents of the impulses are the body and the voice.

Correct expression is acquired through mental, physical and vocal culture.

There are two methods of training, psychological and technical.

The study of expression is the study of personal culture. It develops concentration, grace and power. "The scope of interpretation includes the development of the whole being that it may be a faultless medium in the expression of the author's thought."

The system of training used in this department is that taught in the Emerson College of Oratory, Boston, Mass.

Students will be given credit for work at Emerson College, to the following extent:

Class lessons: Hour for hour, subject for subject.

Private lessons: Credit for each lesson two hours each.

The course for graduation comprises three years or nine terms of work. (A term's work is three months.) On the completion of the course, diplomas will be awarded.

COURSE OF STUDY.

FIRST YEAR.

Evolution of Expression (Four Vols.)
Voice Culture.
Drills in Oratory.
Dramatic Art.
One private lesson.

SECOND YEAR.

Interpretation
Voice Culture.
Analytical study of Hamlet.
Dramatic Art (Early English or Modern play).
One private lesson.

THIRD YEAR.

Poetic Interpretation.
Scene Work in Hamlet.
"As You Like It" or "Macbeth."
Dramatic Art (Analysis and Impersonation).

One private lesson (Arrangement of a play, or book, for presentation.)

In addition, there will be one period every two weeks devoted to recital work for both classes. Students will present work for criticism of the instructor. These periods are free to visitors.

The "Physical Culture Club for Young Ladies" will meet *once per week*. The work will consist of general exercises, stretching exercises, breathing exercises, walking, marching, and practical talks on "Personal Hygiene". The fee is \$1.00 per term of three months.

The "Demosthenian Club" is intended for young men only, for practice in extemporaneous speech and debate, and is limited in number to *twenty-five*. The club meets *once per week*, and has made the head of the Department of Expression their instructor, or "coach", as they prefer to call it. The fee is \$1.50 per term of three months.

MANUAL ARTS

Under this head are included all of the Art and Manual activities, such as, Drawing, Painting, Designing, and the constructing of objects in the various materials suitable for school work.

The work of this department is our reply to the demands made upon schools of this grade by our foremost educators and the world's really practical men in all the walks of life.

The Educator recognizes a distinct educational value in the Manual Arts—the close relation between thought and action.

The Private Citizen recognizes the need for more aesthetic training that will show itself in our homes, buildings, city streets, and parks.

The Mechanic understands that the sale of his products in the markets of the world depends upon their artistic merit.

The Statesman recognizes the economic value of the arts.

The value of Manual Arts to each individual lies in the training of the mind, eye, and hand, cultivating the taste, and adding to the pleasures of life.

REQUIREMENTS. Credit for each year's work is required for admission to a higher class, unless on examination one is found qualified.

For home study write the head of the department for suggestions.

FRESHMAN YEAR.

Principles of free hand drawing of plants, involving growth, branching, foreshortening, structure, texture, color and composition. Principles of object drawing, involving position, proportion, and form.

Materials: Drawing paper, pencils, and water colors.

JUNIOR YEAR.

Principles of object drawing involving position, proportion, form, foreshortening, convergence, light, shade and color.

Perspective, linear and aerial.

Constructive drawing and design.

Materials used: Drawing paper, drawing pencils, water colors, drawing board, rule, and compass.

SENIOR YEAR.

Methods of presentation of all subjects under head of Manual Arts.

Theory of color and design, constructive drawing, construction in paper, card board, leather, thin metal and wood, design applied, art as related to the home, and art history.

MECHANICAL.

Symbols.

Use of Instruments.

Geometric Drawings.

z

Free Hand Sketching.

Working Drawings.

Patterns.

Free Hand Sketching Machinery.

Projections.

Lettering.

Working Drawings.

Blue Printing.

Architectural Drawing.

Machine Drawing.

Special classes are organized for students wishing to take up Art as a profession, or for pleasure.

A two years preparatory course is given for the benefit of students wishing to take up designing, portraiture, landscape painting, and illustrating.

A two years course is given for students wishing to prepare for special art teachers or supervisors.

A certificate is awarded on satisfactory completion of this course.

Advance work in art is given in Normal Graduate Year.

PHYSICS AND CHEMISTRY

One year is given to each of these subjects. The courses consist of three one hour recitations and two two-hour laboratory periods each week, though this division of the work will be changed in order to provide additional time either for class work or the laboratory, as occasion demands.

A new laboratory has been equipped, materially increasing the opportunity of the student for experimental work. The chemical Laboratory provides individual desks for thirty-five to forty students at one time. The Physical Laboratory is arranged to accomodate sections of fifteen to twenty students at one time.

New apparatus and equipment is being constantly provided, both for laboratory and lecture work. A projection lantern has recently been purchased, with abundant slides for illustrative purposes. Text *McPherson and Henderson*.

CHEMISTRY I. Fall Term.

Chemical Action; Elements and Compounds; Laws and Theory; Valence, Formulas and Equations; Acids, Bases and Salts; Chemical Calculation.

CHEMISTRY II. Winter Term.

Chemical Action related to light, Heat and Electricity; Acids and acid forming elements; Carbon and Oxides of Carbon; Common Hydrocarbons.

CHEMISTRY III. Spring Term.

The Metals, and common Organic Compounds. A laboratory fee of two dollars a term is required. Additional fees will be required for breakage due to carelessness. The experiments required are largely qualitative in nature, but are amply sufficient to meet college entrance requirements.

Supplementary reading and individual topics will be assigned each student during the course.

The facts, laws and theories of chemistry are emphasized, and the

applications along industrial lines given as much attention as possible.

PHYSICS I. Fall term: Measurements, mechanics of solids, liquids, gasses, molecular theory.

PHYSICS II. Winter term: Heat, magnetism, and electricity to induced currents.

PHYSICS III. Induced currents, sound, light.

A laboratory fee of one dollar a term is required. Algebra IV and Plane Geometry are necessary prerequisites to this course. At least thirty-five experiments of a quantitative nature are required of each student, fulfilling college entrance requirements. The work in the laboratory supplements the class work as far as possible. The text used, "Gorton."

BIOLOGY

BOTANY. Laboratory 4 hours per week. Recitation 3 hours per week. This course aims to impart to the student an insight into the life of plants—dealing with the principal topics in Botany—structure, functions, habits, classification, distribution, adaptations and uses.

The practical work in this course is conducted in small sections under the direct supervision of the head of the department. Each pupil keeps a record of notes and fully labeled drawings made at the time of original observations. The drawings should aim at simplicity, clearness and accuracy. No shading is allowed as it is believed that shading of drawings indicates equal shading in the mind of the observer. Each student is expected to gain some facility in determining the names of plants by the use of manuals. Constant practice is given in dissection by use of the simple microscope, and to a less extent, by the use of the compound microscope. The methods of teaching the subject matter and the laboratory work in the public schools is illustrated to some extent.

The plants cultivated in the three window gardens of the laboratory afford ample material for demonstration. A herbarium is being added to this equipment. The topics for laboratory study are as follows: The seed, the seedling, the root, the stem, buds, the leaf, the flower, and the fruit.

These exercises are supplemented, weather permitting, by field excursions.

Texts: "Bergen and Davis's Principles of Botany." Gray's New Manual of Botany, 7th Edition," "Vinal's Laboratory Guide."

ZOOLOGY. Laboratory, 4 hours per week. Recitation, 3 hours per week. This course is designed to give the student a knowledge of the general principles of Zoology and to offer a foundation for physiology. It includes a discussion of animals as regards their habits, parts, (structure and function), development and adaptations to environment. Occasional lectures are given on the most recent papers related to Zoology.

The laboratory exercises consist of a study of material which illustrates the principles taught in the class room. The common representa-

tives of each group of animals are studied and drawn. It is proposed to dissect the following animals: Locust, Clam, Worm, Fish, Frog and Pigeon.

Each student is assigned dissecting instruments and a locker in a large, well lighted laboratory on the first floor. Students in the laboratory also enjoy the advantage of seeing live specimens close at hand, as well as extensive museum collections. Special emphasis is placed on insects and why they are useful or injurious. There are over a hundred specimens of insects mounted for class work. The library adds to this rich equipment a complete set of standard reference books. Text: "Linville and Kelly."

AGRICULTURE. Since agriculture is based on so many sciences it is desirable that it follow Geology, Chemistry, Botany and Zoology. Subjects are selected which concern the plants and animals that are used on the farm. The following topics are considered: Soil; Tillage; Drainage; Irrigation; Fertilizers; Nitrogen problem; Rotation of crops; Economic Plants; Plant Food; Plant Breeding; School Gardens; Variation; Heredity and principles of animal breeding.

The study of government bulletins is an important feature of the course. Many reference books have been added to the library.

It is proposed to make a museum collection to illustrate common plant diseases. A large collection of the injurious insects of the State is at the disposal of the students.

Field lessons on soil, crops, grazing, etc., are an important element of the course. Text: "Warren's Elements of Agriculture."

FORESTRY. (*To be taken with Agriculture*), This course will comprise the study of the trees and shrubs of this region with special reference to the woodlot. The identification of trees by external features will receive considerable attention. It is proposed to have all the species of trees in West Virginia represented on the campus. The following topics will be considered: The characteristics of forests; the forest regions of the United States; trees important in forestry; care of the woodlot; methods of reproducing forests, including pruning and grafting; tree planting; and forest laws of the United States and West Virginia.

In the field work of this course, excursions will be made to tracts of forests in the neighborhood of Huntington. Each student will be given practice in the description of the following: Woodlots; local species of trees; reproduction cuttings; thinnings and other sorts of improvement cuttings.

PHYSIOLOGY, Advanced: Laboratory. 1 hour per week; Recitation 4 hours per week. This course is designed for advanced students who are particularly interested in physiology and also for those who wish to lay a broad foundation for the teaching of physiology or the subsequent study of human anatomy as medical students.

The laboratory work is planned so that students may work out the results of their own observations. The examination and dissection of

the cat is taken up in the laboratory, along with the systematic study for recitation. A part of the laboratory work consists of the study with the microscope of the minute structure of the more important tissues and organs of the body. Each student is assigned a complete set of dissecting instruments, a dissecting pan and a private drawer. Note books are required which contain notes and drawings made in the course of the laboratory work. Text: "Hough and Sedgwick's 'The Human Mechanism.'"

Students are required to take the freshman course in Drawing, or Manual Arts in preparation for work in science. The following topics are emphasized: Principles of free-hand drawing with pencil, pen, and brush; color; map-drawing; structural drawing; modeling; and block diagrams.

GEOGRAPHY AND GEOLOGY

1. GEOGRAPHY

1. Physiography. *Freshman Year:*

Order of Topics:

1. The Lithosphere
2. The Earth Relations
3. The Atmosphere
4. The Ocean

Selected type of land forms will be made a basis for intensive study developing, especially, the human phase, commercial and industrial, in relation to the physical—prerequisite for all courses in the department.

2. Methods Course. The Teaching of Geography in the Primary Grades. *Sophomore Year. Alternate:*

This course is designed to prepare students for teaching geography in the lower grades of the public schools.

A study of materials to be presented in the primary grades with reasons for their selection and methods of presentation. Subject matter of special interest to children from six to twelve years of age.

The making of courses of study for primary grades.

Illustrative lessons will be given before the class from time to time by members of the class and by critic teachers in the Model School.

3. Methods Course. Teaching of Geography in the Grammar Grades. *Sophomore Year. Alternate:*

This course is designed to prepare students for teaching Geography in the higher grades of public schools.

A study of materials to be presented in the Grammar Grades with reasons for their selection and methods of presentation.

The making of courses of study for Grammar Grades. An intensive study of North America will be made.

4. Climatology. *Junior Year:*

A study of the distribution of winds, temperature, and rainfall on the earth and the factors influencing this distribution.

A deduction of principles applied to geography i. e. units showing the influence of climate upon other conditions. May be elected without electing later courses, but is a prerequisite for courses 5, 7, and 8.

5. Commercial Geography. *Advanced Work.*

This course treats of the geographical control on the production and exchange of commodities and of the development of the principles underlying and guiding commercial activities.

6. Teachers' Review Course.

This course includes a general review of each of the continents covering the physiography, climate, industrial and commercial development.

Type regions will be chosen for special elaboration which represent the large units in geography, and these will be made bases for comparison for regions in other parts of the work.

7. Advanced Physiography.

This course supplements the students work in geography. The relation and relative value of the chief factors involved in the dependence of man and all life upon physical environment will be much emphasized. In connection with each topic, the life side in its practical significance is made.

Order of Topics:

1. Relief features of the first and second orders.
Subordinate topographic features.
2. Work of the Atmosphere
3. Work of Ground Water
4. Work of Running Water
5. Work of Snow and Ice
6. Lakes and Shores
7. Vulcanism
8. Crustal Movements

A special study is made of topographic maps with a view to the scientific interpretation of land forms, and other influences upon the institutional development of a country. Text "*Salisbury's Advanced Physiography.*"

8. Influence of Geography on American History.

Text: "*Senifless Geographic Influences in American History.*" ..

2. GEOLOGY

1. Dynamic. (*Elective*). *Junior Years*

The forces and processes which have shaped the earth and which



ENTRANCE TO CAMPUS—5th AVE. SIDE

are still at work modifying it, atmospheric, aqueous, organic and igneous agencies. Reports upon special topics, field work, the use of the lantern and photographs.

2. Historical. (*Elective*).

The evolution of the earth and its inhabitants, with special attention to North America.

The materials of the earth's crust, their arrangement, distribution, and economic value.

Special attention given to the structure of our own state.

**DEPARTMENT
OF EDUCATION**

INCLUDING
THE MODEL SCHOOL
THE PREPARATORY GRADES
THE NORMAL TRAINING WORK
AND
THE NORMAL AND PROFESSIONAL SUBJECTS
THIS PART OF THE CATALOGUE
IS ISSUED ALSO IN
A SEPARATE BULLETIN
FOR THOSE INTERESTED
IN THIS DEPARTMENT ONLY

FACULTY

ANNA S. CUMMINGS, A. B., A. M., *Professional Subjects and Superintendent of Training Department.*

Colby University, Leland Stanford, Jr. University, University of Grenoble and University of Paris.

HARRIET LYON, B. E. D., M. E. D., *Supervisor of Model School.*

Edinboro State Normal Training School, Inter-State School of Methods. Work under Col. Parker, Thomas Balliet, and Alexandre Frye.

EMMA R. PARKER, B. E., *Principal.*

Greensboro Female College and University of North Carolina.

ANNA DENOON, A. B., *Assistant.*

Marietta College.

KATHARYN STAATS, *Grades IV and VI.*

Marshall College.

SYDNEY T. CORBLY, *Grade V.*

New Haven High School, Emerson School of Expression, Chicago University.

ONA ULLMAN, *Grades II and III, Model School.*

Woodsfield High School, Marietta College, and Kindergarten Course at Chautauqua, N. Y.

LILLIAN ISBELL, *Grade I., Model School.*

Huntington High School, and Teachers' College Columbia University.

E. E. MYERS, *Art.*

Pittsburg, Cincinnati, Harvard and New York University Schools of Art.

To be entirely accurate there is no such division as "The Preparatory Grades", named on the preceding page; these are nothing more nor less than the Seventh and Eighth Grades of the Model School. The division is observed because, prior to the organization of the Model School there was a "Sub-Freshman Year" to all courses, which year was a necessity owing to the number of young people, (some of them in the twenties) who come from some of the rural, and from the mountain sections of the state where school facilities have been meager till within comparatively recent years, (a condition not yet wholly overcome) and were not ready to enter the Freshman Year. Since the organization of the Model School it sounded a little embarrassing to young ladies and gentlemen in their advanced 'teens and in the lower *twenties* to assign them to work in the Model School when they could not help their limited preparation. Accordingly the 7th and 8th grades are still referred to as "The Preparatory Grades."

The organization is as follows:

The Head of the Department of Education is Superintendent of the Model School,—all the eight grades,—and is *head teacher* of Professional Subjects. She, with the co-operation of the Supervisors of the Model School, nominates all teachers to be selected in that school, the president approves, and the State Board of Regents elects. She, with the cooperation of the president and the heads of all academic departments fixes the course of study for the Model School, and has general and immediate supervisory authority and control over it. Her office adjoins the Model School rooms.

There is a Supervisor of the first six grades of the Model School, more generally known throughout the United States as a "Critic Teacher", who gives her entire time to direct and immediate supervision and to teaching in these six grades.

There is also a Supervisor of the 7th and 8th grades (Critic Teacher) who is also the regular teacher of the 8th grade.

The heads of all the academic departments are required to familiarize themselves with the work represented by their departments in the Model School; at least once per year they meet the Model School teachers, supervisors, superintendent, and the president, in formal teachers meeting for the discussion of courses of study, methods of teaching, &c., to which end each head of a department reads a formal paper or offers an extemporaneous discussion under one or both of these subjects. They also discuss text books, apparatus &c.

It will thus be seen that the work of the Model School is closely articulated and intimately associated with the advanced work of the institution, a matter of much importance if overlapping, repeating unnecessarily, and other uneconomic features are to be eliminated. The children of the eight grades of the Model School are housed in six rooms so that combined grade work can be illustrated and practiced for the benefit of the rural district "teacher prospective" and visiting teacher

or educator. These combinations are always of grades between the *first* and *seventh*, not including either of the two named. Eight recitation rooms are used, however, to accommodate needed segregations owing to irregular advancement in individual cases and in small groups. The hours for the Model School daily sessions are 8:30 to 12:30 during the fall and winter terms, and 8:00 to 12:00 during the spring term.

Something of what this school is, its work &c., may be gathered from the following letter, wholly unsolicited, and written after the observer had spent a day critically looking into that department of the work here, as the representative of "The Peabody Educational Fund." We print it without permission, trusting that we violate no custom or rule of the courteous writer:

The Trustees of the Peabody Education Fund

811 UNION TRUST BUILDING

Washington, D. C.

OFFICE OF THE
GENERAL AGENT

February 4, 1911

President Corbley

Marshall College

Huntington, W. Va.

My Dear Mr. Corbley: The visit to the College last week was unusually interesting and profitable. The training school was a revelation. How you can maintain it without any outside help was a still greater revelation. The school is effective. You have laid hold upon the secret of calling the powers of the child into free and fruitful activity. To have such an exhibit as the heart of the Normal College is a priceless achievement. If one will think but a minute he will see what an influence this must have upon the schools of the State and through them upon the generations to come. You are to be congratulated upon the training school and upon the successful development of the College as a whole. You are getting at the heart of things. It encourages one to think of the outcome. You have wrought so much into the College that this outcome must needs be far-reaching.

Yours very truly,
A. P. Bourland.

ADMISSION

1. TO THE MODEL SCHOOL

Only children of good name,—clean of person and of habit, and free from vicious, criminal, or obscene practices—are admitted to this school so far as can be prevented; and those found guilty of things that

make them unworthy associates in the Model School are dropped from the rolls when their undesirable qualities are discovered. To be poor is no bar against any child who desires to enter this school; none is more welcome than the deserving and ambitious poor; but the line must be drawn against the filthy of person or of morals, against the vicious and the criminally inclined, and against all such as are unfitted for other reasons than those named, for mingling with children whose parents pay the extra fees charged here in order that their little ones may be surrounded with as wholesome influences as possible, and in every way possible.

AGE:

Children of 5 years of age and up, are admitted to this school.

Each child, no matter into which grade admitted, pays a *fee of*

FIVE DOLLARS per QUARTER.

By "A Quarter" is meant *three months*. The session is divided into *three Quarters of three months each*. The cost per Session of *nine months* is, therefore,

FIFTEEN DOLLARS

This does not include books or stationery. These can be had at the regular prices at the college book-store which is in the same building and on the same floor.

2. TO THE PREPARATORY GRADES

This division, as stated above, is but the 7th and 8th grades of the Model School. Admission, therefore, does not depend upon the age, but upon the advancement of the applicant.

The Fees for this division are the same as those charged for admission of the first six grades—

FIVE DOLLARS per QUARTER.

All fees for this division, and for the Model School proper, are payable *by the Quarter, in advance*, (at the opening of each Quarter.)

3. TO THE NORMAL TRAINING WORK

To this division of the work are admitted only members of the senior class who are carrying the normal course of study.

The Fees are only those connected with the regular normal course, \$3.00 per quarter.

4. TO THE NORMAL PROFESSIONAL SUBJECTS

To this division are admitted only those who have completed the normal Junior Year or its equivalent. Fees \$3.00 per quarter, (just the enrollment fee for the Senior Year).

NORMAL COURSE

FRESHMAN YEAR

FALL TERM	WINTER TERM	SPRING TERM
ENGLISH GRAMMAR I. LATIN I. HEBREW HISTORY ART	ENGLISH GRAMMAR II. LATIN II. GREEK HISTORY PHYSIOGRAPHY	ENGLISH GRAMMAR III. LATIN III. ROMAN HISTORY ALGEBRA I.

SOPHOMORE YEAR

RHETORIC I. LATIN IV. ALGEBRA II. ENGLISH HISTORY I. OR MEDIAEVAL HISTORY	RHETORIC II. LATIN V. ALGEBRA III. ENGLISH HISTORY II. OR MODERN HISTORY	RHETORIC III. LATIN VI. ALGEBRA IV. BOTANY
---	--	---

JUNIOR YEAR

AMERICAN LITERATURE I. PLANE GEOMETRY I. PHYSICS I. OR CHEMISTRY I. ART	AMERICAN LITERATURE II. PLANE GEOMETRY II. PHYSICS II OR CHEMISTRY II. GEOLOGY, (DYNAMIC), OR ECONOMICS, OR ASTRONOMY	ENGLISH LITERATURE I. SOLID GEOMETRY PHYSICS III. OR CHEMISTRY III. ZOOLOGY, OR SOCIOLOGY, OR CLIMATOLOGY
---	---	---

(See page 60)

NORMAL COURSE (CONTINUED)

SENIOR YEAR

FALL TERM	WINTER TERM	SPRING TERM
ENGLISH LITERATURE II.	ENGLISH LITERATURE III.	ENGLISH LITERATURE IV.
PEDAGOGY (2)	HISTORY OF EDUCATION (4)	CHILD STUDY (2)
PSYCHOLOGY (3)	READING (1)	ETHICS (3)
SEMINARIES (2)	PSYCHOLOGY (1)	TEACHING (4)
METHODS (3)	SEMINARIES (2)	VOCAL MUSIC (1)
OBSERVATION WORK	HYGIENE (1)	DOMESTIC SCIENCE (4) or
	ORTHOGRAPHY (1)	AGRICULTURE (4)
	ART	SCHOOL SANITATION (1)

ADDITIONAL YEAR

AMERICAN HISTORY (3)	CIVICS (2)	INFLUENCE OF GEOGRAPHY
ADVANCED PSYCHOLOGY (2)	GENETICS AND EUGENICS (1)	UPON AMERICAN HISTORY (3)
METHODS IN TEACHING (3)	METHODS AND DISCIPLINE (1)	ADVANCED CHILD STUDY (3)
PHILOSOPHY OF EDUCATION (3)	COMPARATIVE STUDY OF	W. VA. INSTITUTIONS (2)
SCHOOL ADMINISTRATION	SCHOOL SYSTEMS (3)	SCHOOL CURRICULA (2)
AND SUPERVISION (3)	RURAL SCHOOL PROBLEMS (2)	TOWN AND CITY SCHOOL PROBLEMS (3)
CARE AND CULTURE OF THE	ART AND ARCHITECTURE (2)	HISTORY OF ART AND
BODY (2)	TEACHING (5)	ARCHITECTURE (2)
COMMERCIAL GEOGRAPHY (4)	ADVANCED PHYSIOGRAPHY (4)	LIBRARY WORK (1)
		HISTORICAL GEOLOGY (4)

NOTES ON THE NORMAL COURSE

1. All recitations are *one hour* in length.
2. All classes recite *five times* per week unless otherwise indicated by Arabic numerals.
3. A "UNIT" is *nine months* work in any subject reciting 5 times per week.
4. A "COUNT" is *one-third* of a UNIT.
5. A "POINT" is *one-fifth* of a COUNT.
6. The above course of study includes 16 UNITS or 48 COUNTS.

Let it be understood that the Normal Diploma for the class of 1912 will be issued on the completion of the first *four years* of the above course, (Freshman, Sophomore, Junior, and Senior).

For explanation of the "Additional Year" of the Normal Course see pages 23, 24, 25, 26 in this catalogue, printed in colored ink.

THE NORMAL TRAINING WORK AND PROFESSIONAL SUBJECTS

The work of this department includes:

1. Psychology.
2. Pedagogy.
3. Methods.
4. Ethics.
5. History of Education.
6. Sight Reading in Music.
7. Normal Art.
8. Observation and Teaching.
9. School Visiting.
10. The Seminaries.

PSYCHOLOGY

Because we believe that all intelligent school work is based upon the principles of Psychology, the year's curriculum begins with this study. James' lectures are used as a text, supplemented by other authors as the study develops. The subjects especially treated are habit, attention, heredity, will, instinct and emotion. The course in Educational Psychology, which follows later applies the principles considered immediately to the education of the child.

PEDAGOGY

This subject is treated from a psychological point of view, since we believe this to be the basis of all true pedagogy. The principles of teaching are discussed especially from the standpoint of their bearing upon the general and class-room methods. The text is *Boyer's Pedagogy*. The required readings are from the best practical educators of the day.

METHODS

The work in Pedagogy is supplemented throughout the year by lectures upon the teaching of every subject included in the common school curriculum. Members of the class are encouraged to ask questions and to discuss, in class, their own methods and experiences, and to compare notes as to results, thereby gaining mutual benefit. The advantages of these lectures and discussions are seen at once in the work of the student teachers in the Model School. Many texts are used as references upon the various subjects discussed.

A note book is kept throughout the entire year, containing lesson plans, suggestions and other material gathered as the work progresses. This book, after being passed upon, is returned to the student who retains

it for future reference when the work of independent teaching is actually begun.

ETHICS

Theoretical Ethics is considered at first with a view to finding the nature and authority of the moral standard. This is followed by a consideration of the practical side as applied to the life of the individual and to the moral training of children. Especial effort is made to impress upon teachers the need in our schools for the Ethics which make for clean, wholesome and sane living. *Mackenzie's Manual of Ethics*, is the class text. The required readings include various books by the best authorities of the day.

HISTORY OF EDUCATION

In this course the purpose is to give students a general knowledge of some of the most important epochs in educational progress, by means of the study of the lives of famous early educators. The advantages of the course are two-fold: Inspiration comes from familiarity with the teachings and experiences of the pioneers, and a knowledge of their mistakes and failures serves as a safeguard to the young teacher. The text books used are *Seeley's History of Education* and *Quick's Educational Reformers*. A large amount of required reading is added.

WRITING

The vertical slant system is used and every student is obliged to demonstrate, by means of a book, his ability to write legibly and clearly.

SIGHT READING IN MUSIC

The course in sight reading is intended to fit the student for teaching the elements of music in the public schools. At the close of the course he must have some degree of skill in tone perception, must know something of the principles of deep breathing and breath control, and must be able to pass an examination on simple technique.

He must also have at his command a good theory of teaching which he is able to put into practice in the training of children, and must therefore, be able to read simple music at sight.

NORMAL ART

This course embraces the methods of presentation of all subjects under the head of Manual Arts, including, theory of color and design, constructive drawing, construction in paper, card-board, leather, thin metal

and wood; with the design applied. It also includes the principles of free hand drawing and art as related to the home as well as art and history.

At the completion of this course all notes and drawings will be incorporated into a book which will be of great value to the teacher in his future work.

Two terms of drawing are required for entrance to the Normal Course in Art.

OBSERVATION AND TEACHING

The opportunity for observing and sharing in the actual teaching of children belongs only to those institutions which are able to support a model school. That the requirements at Marshall College are rigid only goes to show the high estimate which is placed upon an opportunity of this kind. We regard the Model School as the laboratory of the training department, for the young teacher.

It is not enough to listen to and absorb the theories of the instructor; he should have a chance to observe for himself the practical working of these theories. Not only this, he should have as wide and comprehensive a view as possible. Here the Model School plays a most important part. No amount of theory or observation takes the place of actual practice.

The teacher who has had little or no experience goes into his first school full of enthusiasm it may be, but with many serious lessons to learn.

It is far better that these lessons be learned as quickly as possible and under the direction of a supervisor whose business it is to find defects and to point them out. He is not left to himself to learn his lesson through needlessly bitter experience and unnecessary expenditure of time.

If he has entertained too high an estimate of his own qualifications, this is soon modified by the growing knowledge of the real demands upon him; on the other hand, his more intelligent view of the problems presented and the possibilities of meeting them give him a confidence in himself which is justified by the new power growing within him. He begins to develop rapidly, to throw aside old prejudices and notions and to form a more accurate estimate of the requirements of the profession.

We contend that inborn fitness to teach and power of personality are absolute essentials, but we also insist that careful training is equally as essential; that is the only remedy for the reckless waste of time and numberless mistakes which are the portion of the teacher who enters upon his work without adequate preparation.

For these reasons students are required to give a large portion of time to observation in the Model School and, near the end of the course, after having carefully observed the methods of trained teachers, to teach for themselves, under strict supervision and criticism.

No teaching is done until the spring term. At that time each

student is assigned to a particular grade room and, for three days in the week, observes the work of the critic teacher in that grade. On the third day lesson plans, covering the works observed, are made out by the students and handed to the supervisor, who criticises and gives whatever aid is required. On the fourth day the lesson is taught by the student in the presence of the superintendent or supervisor, and of the critic teacher. Finally, on the fifth day of the week, the work of the preceding day is discussed, and criticism or suggestions made, as need arises.

Students are assigned to one room for two weeks and then changed to the next grade, in order that some teaching may be done in each grade, during the course of the term.

This plan has proved eminently successful. On the part of the children there can be no possibility of suffering through the attempts of inexperienced students, and the student himself gains far more from teaching one lesson a week under careful supervision than he would gain if left to work out daily problems at the expense of the children.

SCHOOL VISITING

All members of the normal senior class are required to visit at least ten schools outside our own town during the year. These visits are for the purpose of studying the work of other teachers; their methods, system, discipline, courses of study and general plan. A report of each visit is made to the superintendent of the Training Department, not with the idea of criticism, but rather in order that she may see what has been gained by the experience. Ten visits for observations on the class work of our own school, and reports of these visits are required.

THE SEMINARIES

The Senior Seminary is modeled after the "seminar" of the universities, simplified to meet our needs. Its purpose is to develop the habit of reading, the ability to collect and logically arrange material for public presentation and to stand before an audience and present a subject clearly and readily.

The meetings are held on Thursday morning. Once in two weeks some important pedagogical subject is offered by a member for criticism and discussion.

A printed syllabus accompanied by a good bibliography, is prepared and the subject presented orally by the student who is the chief speaker of the afternoon.

After the presentation a discussion follows in which all of the members are expected to take part. The discussion includes criticism of the form of the syllabus, the English used, the subject matter, and the opinions expressed.

On alternate Thursdays the current events seminary is held.

Subjects connected with present day interests are discussed and in addition, reports are made from Congress and the State Legislature, when in session, and from foreign countries.

At the end of the year all seniors must pass a rigid examination upon the work of the year.

THE MODEL SCHOOL

By the "Model School" is meant the several grades of the Practice School, which are classified as follows:

Primary Division—Grades I., II., and III.

Intermediate Division—Grades IV., V., and VI.

Advanced Division—Grades VII., VIII., and Sub-Freshman.

By "Sub-Freshman" is meant that class of young people who have most of their work in the Freshman Year, the rest in grade VIII.

The following are the tuition rates for the various divisions of the Model School:

In cases where three or more children come from the same family the rates are, each child, *per year*, \$12.00.

In cases where there are but two children from the same family the rates are, each child, *per year*, \$14.00.

In cases where but one child comes from each home the rates are *per year*, \$15.00.

It is very much to be preferred that tuitions in this department be paid in advance for the full year.

The fees charged for entrance to the Model School go toward paying the salaries of the teachers of that school, also for purchasing equipment, library books, etc., for the children in the Model School.

The head of the Department of Education is the official head of the Model School.

The heads of all departments in the Normal and Academic courses constitute a committee whose duty it is to meet at intervals to discuss with the supervisors, methods of teaching so that the work may be closely correlated from the kindergarten to the senior year of the Normal and Academic courses.

Each grade of the Model School is limited to 30 pupils as a maximum number, and 20 has been the number in nearly all cases, the total in the *nine grades*, kindergarten included, running about 160.

It is, of course, understood that the function and purpose of a Model School in connection with a Normal School is to offer to those who are preparing to teach, both observation and practice in their profession before they graduate as teachers. Accordingly all Normal Seniors are required to both observe and to teach in the Model School before receiving their diplomas. The Model School is the Laboratory of the Teachers Training Course in a Normal School, and the better the children are taught and the better advantages and equipment of the Model School in every

way the better the training of the Normal Seniors for their profession. Hence, it is no sacrifice of the children's interests to attend a Model School, for every consideration of justice to them as well as to the student teachers, requires that this school shall, as nearly as possible, be distinctively a school where model work for the children is done.

MODEL SCHOOL COURSE OF STUDY

FIRST YEAR WORK. 1.—Reading by word and Sentence Method. 2.—Objective Number Work and Sense Training. 3.—Elementary Spelling and Phonics. 4.—Beginning English. 5.—Writing Vertical Slant. 6.—French or German Conversation. 7.—Nature Study and Health Talks. 8.—Drawing Based on Nature Study. 9.—Elements of Music and Sight Reading. 10.—History and Literature—Fairy Stories and Fables.

SECOND YEAR WORK. 1.—Reading. 2.—Numbers, Problems and Tables. 3.—Spelling and Phonics. 4.—Elementary English. 5.—Writing. 6.—French or German Conversation and Translation. 7.—Nature Study and Elementary Physiology. 8.—Drawing Based on Nature Study. 9.—Elements of Music and Sight Reading. 10.—History and Literature, Stories and Description, Indian Work, Hiawatha, Eskimo work. 11.—Geography Talks and Descriptions, and Travel Study.

THIRD YEAR WORK. 1.—Reading. 2.—Numbers, Problems and Tables. 3.—Spelling and Phonics. 4.—English Exercises and Composition. 5.—Writing. 6.—French or German. 7.—Elementary Science. 8.—Drawing Based on Nature Study. 9.—Sight Reading in Music and Song. 10.—History and Literature Stories, Greek Myths and Description. 11.—Geography Talks and Descriptions, and Travel Study.

FOURTH YEAR WORK. 1.—Reading. 2.—Elementary Arithmetic. 3.—Orthography. 4.—English Language through Nature, Literature and Art. 5.—Writing. 6.—French or German. 7.—Elementary Science. 8.—Drawing. 9.—Music. 10.—Montgomery's Beginner's History, U. S. History. 11.—Elementary Geography, and Travel Study, Tarr and McMurry, Book II.

FIFTH YEAR WORK. 1.—Reading. 2.—Elementary Arithmetic. 3.—Orthography. 4.—English Exercises and Composition. 5.—Writing. 6.—French or German. 7.—Elementary Science. 8.—Drawing. 9.—Music. 10.—Montgomery's Intermediate History. 11.—Geography, Tarr and McMurry, Book II. and Travel Study.

SIXTH YEAR WORK. 1.—Reading, Northland Heroes, Greek Gods and Heroes, Hawthorne's Wonder Book. 2.—Arithmetic. 3.—Orthography. 4.—English and Composition. Mother Language Book I. 5.—Writing. 6.—French or German. 7.—Elementary Science. 8.—Drawing, including Map Drawing. 9.—Music. 10.—History; Story of the Thirteen Colonies. 11.—Geography. Tarr and McMurry Book III. and Travel Study.

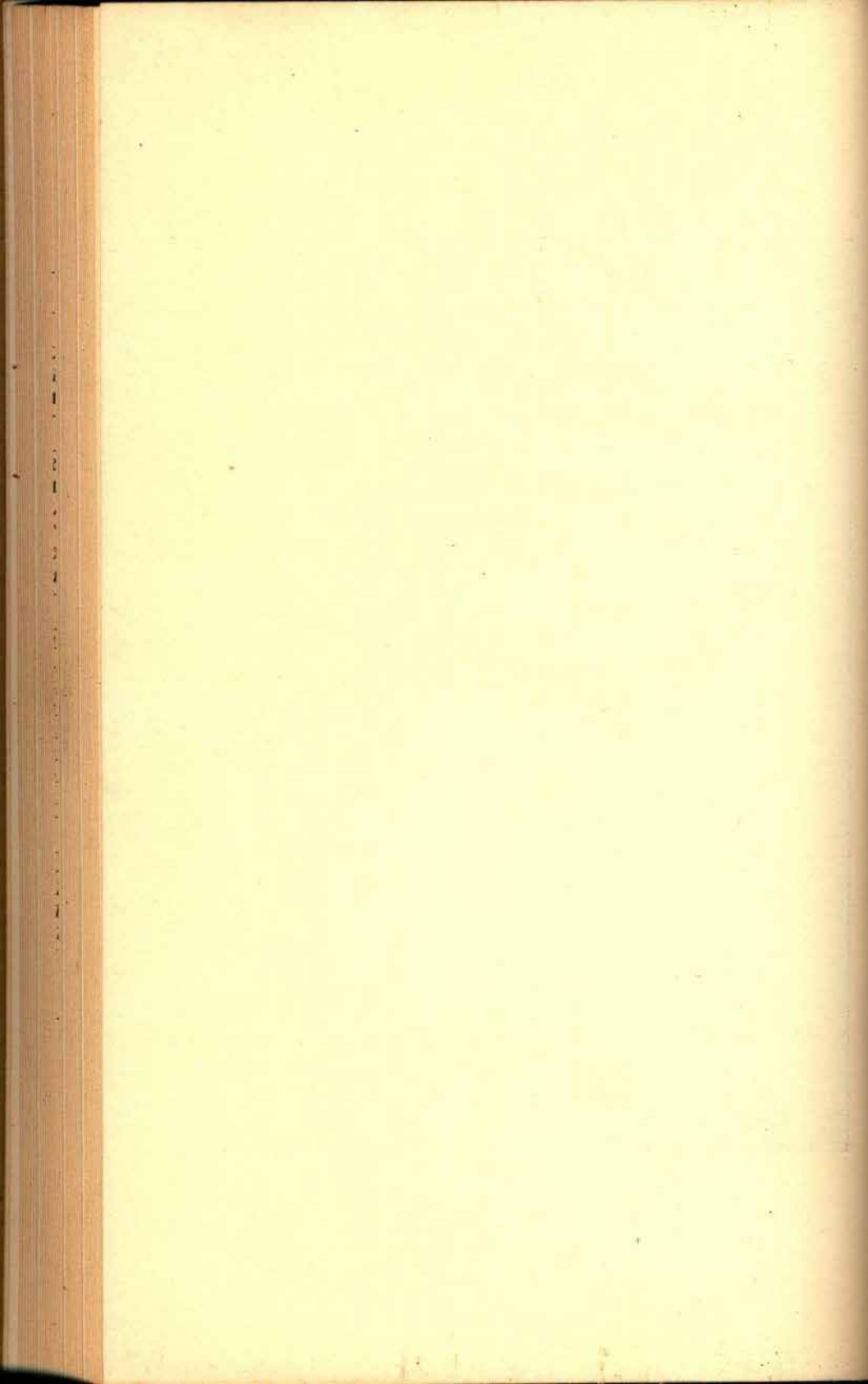
DRAWING AND CONSTRUCTION

SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR	APR.	MAY	JUNE
<i>Plant Drawing: Color</i>		<i>Constructions: Constructive Drawing</i>		<i>Object Drawing</i>			<i>Decorative Drawing: Applied Design</i>		
Plant Drawing: Growth, Color Paper Cutting and Tearing Clay Modeling Sand Table Centers		Construction of objects in connection with Thanksgiving and Christmas Sand Table Centers appropriate to Season Measure to one inch		Drawing of Toys and other ob- jects of interest Color Illustrative Drawing Sand Table Center			Plants and Flowers: Decorative aspect Color: Decoration of Cards Easter Centers Clay Modeling		
Plant Drawing: Branching, Colors: Standards Paper Cutting and Tearing Mounting Clay Modeling Sand Table Centers		Construction of objects connected with Thanksgiving and Christ- mas in two dimensions Measure to 1-2 inch Sand Table Centers		Drawing of Toys and other ob- jects of interest Illustrative Drawing inspired by Sand Table Centers			Drawing of plants and Flowers for their color and Decorative aspect Decoration with simple Borders Cards and Booklets Sand Table Centers		
Plant Drawing: Proportion, Color: Tints and Shades Paper Cutting and Tearing Mounting Clay Modeling Sand Table Centers		Construction of objects suitable for Thanksgiving and Christmas in three dimensions Measure to 1-4 inch Sand Table Centers		Drawing of objects with strong characteristics Work for Character Special Study of sphere			Drawing of Plants and Flowers for Decorative aspect Decoration with Simple Borders Cards and Booklets Sand Table Center		

(See page 69)



PEEPS INTO THE MODEL SCHOOL. SPECIAL DAY WORK



DRAWING AND CONSTRUCTION

(Continued)

SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE
<i>Plant Drawing: Color</i>		<i>Constructions: Constructive Drawing</i>		<i>Object Drawing</i>			<i>Decorative Drawing: Applied Design</i>		
Sprays with Fruits Massing of Parts Ink Drawings Hues of Color		Materials: Paper: Card: Raffia Construction of objects suitable to season, Lettering Measure to 1-8 inch Sewing for Girls Cardboard and Wood construction for Boys		Drawing of articles with strong characteristics, in silhouette Work for character and Proportion Special Study of Cylinder			Landscape Sketching of Trees before and after leafing Painting of Flowers Decorative arrangements Design		
Foreshortening of Leaves and Flowers Singly and in Sprays Value Scale Colors in Values		Construction of objects suitable to season Measure to 1-16 inch Lettering Decoration		Groups: Study of Elements, objects: ground: back-ground: effects of distance: change of level Light and Shade			Landscape: Study of Trees Making of Free Booklet Decoration Design		
Structure Decorative Arrangements Scale of Intensities		Construction, in appropriate material for Christmas Gifts Decoration Lettering		Groups: study of effects of foreshortening on Hemispherical, Cylindrical and Conical objects Color and Composition			Landscapes Making of Landscape Booklet Decoration Designs for Stenciling		

PREPARATORY GRADES

The "Preparatory Grades" is the connecting link between the Model School and the College, and comprises a two years' course. Children will be admitted on grade cards showing that they have successfully finished the sixth grade of the Model School, or any other accredited school. Other children must be examined by the supervisor of the Preparatory Grades. On completion of the two years course, a diploma will be given, which will admit them to the College without further examination.

Graduating exercises are held **during Commencement week**, when the diplomas are presented.

COURSE OF STUDY

FIRST YEAR. 1.—Reading: Famous Men of Greece, Famous Men of Rome, Famous Men of Middle Ages, Courtship of Miles Standish. 2.—Advanced Arithmetic. 3.—Orthography. 4.—English; Mother Tongue Book II. 4.—Writing. 6.—Latin, French or German. 7.—Science. 8.—Drawing. 9.—Music. 10.—History; Montgomery's Leading facts in U. S. History. 11.—Geography; Tarr and McMurry Books IV. and V.

SECOND YEAR. 1.—Reading; Classics—Hiawatha. Snow Bound, Great Stone Face, Favorite Greek Myths. 2.—Orthography. 3.—English Grammar. 4.—Geography. 5.—Written Arithmetic. 6.—Mental Arithmetic. 7.—U. S. History. 8.—Latin, French or German. 9.—Penmanship. 10.—Physiology.

PREPARATORY ART

YEAR	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APRIL	MAY	JUNE
	<i>Plant Drawing: Color.</i>		<i>Construction; Constructive Drawing</i>		<i>Object: Drawing.</i>					
I.	Plant Drawing: Structure Scale of intensities Decorative Arrangement Autumn Landscape		Constructive Design Working Drawings and Patterns Construction in any appropriate material Decorating Lettering		Rectangular objects, Singly and in groups Foreshortening and Convergence (a) in outline (b) in values (c) in color.			Plant Drawing for their Decorative aspect Color Scales: Design Stenciling Spring Flower Book Landscape gardening		
II.	Plant Drawing Details of Structure Texture Harmonies of Color Decorative Arrangement Autumn Landscape		Plans, Elevations, Sections Drawing to Scale Construction in any appropriate material Decorating Lettering		Rectangular objects, in groups Foreshortening, Convergence. Interiors and Exteriors.			Plants, Trees, Landscapes. Their decorative aspect Booklets Stenciling The furnishing of a room Color and Design		

MODEL SCHOOL ROLL

Grade I.—21.

Burchett, Adelaide	Myers, Edwin
Baber, Elma	Myers, Carolyn
Bishop, Marjorie	Maxwell, Jewell
Calloway, Mary	Offutt, Frank
Carter, Carol	Reid, Margaret
Dillard, Margaret	Reed, Virginia
Farr, John	Ritter, Lloyd
Graves, Virginia	Sikes, Flora
Handlin, Thelma	Solof, James
Meek, Gerald	Skene, Agnes
	Vinson, Taylor

Grade II.—15.

Baber, Elwin	Homric, Celeste
Biggs, George	Locke, William
Bronson, Charles	Moore, Ayleete
Burns, Orin	Riffle, Clifford
Callard, Alfred	Stowers, Thomas
Drake, Alleyne	Verlander, Nancy
Edgerton, Gene	Woo, Harry
	Watts, Margaret

Grade III.—17.

Allen, Fay	May, Helen
Bronson, Anna Myree	Norville, John
Emmons, Arthur	Price, Irene
Ferguson, Carr	Rightmire, Agnes
Guthrie, Elizabeth	Reece, Clarence
Ilite, Mary	Thornburg, Roslie
Handlin, Lois	VanBibber, Rachel
Moore, Hallock	Wood, John Eddy
	Zellar, Margaret

Grade IV.—15.

Ashworth, Lillie	Gentry, Ada
------------------	-------------

Bradshaw, Herman	Harrison, Lucien
Berry, Scott	McDonald, Donald
Cavendish, Henry	Tate, Allen
Calloway, Sylvia	Vickers, Lola
Eaton, James	Watts, Vickers
Ferguson, Clarence	Wilson, Roberta
Yates, Walter	

Grade V.—22.

Clark, Wyndham	Hoke, Pearl
Connell, Carl	Keathley, Georgia
Crouch, Lucile	McElroy, Frances
Carter, Elizabeth	Pollock, Anyce
Campbell, Jennie Eloise	Reid, Clarence
Corbly, Lawrence	Reid, Ruth
Daniel, Ouida	Renner, Carolyn
Fitch, Mary	Sikes, Walter
Hall, Park	Thornburg, Pauline
Hilton, Bertha	Weider, Carl
Hagen, Mary	Williamson, Vickers

Grade VI.—48.

Atkison, Parthena	Jenkins, Emma
Bagley, Garland	Job, Otis
Buffington, Caro Louise	Martin, Russell
Brackman, Howard	May, Beulah
Bramer, Orin	Mathews, Robert
Carter, Dayton	McClure, Eula
Chambers, Harvey	Nance, Paul
Clark, Lewis	Plummer, Walter
Cavendish, Margaret	Priddy, Cecil
Cook, Chester	Robertson, Murry
Donovan, Ruth	Rightmire, Harl
Eaton, Rufus	Rightmire, Zellah
Eaton, Robert	Rifle, Lucile
Egri, Olga	Renner, Antionette
Egri, Charlotte	Saunders, William
Emmons, Carleton	Thompson, Hartley

Emmons, Howard	Taylor, Nina
Ferguson, Archie	Whitehead, Herchel
Fitch, Gertrude	Wilson, Rachel
Finey, Earl	Wood, Dewey
Gregory, Jean	Winget, Walter
Hicks, Xilphia	Winters, Andrew
Harrison, Mary	Williams, Howard
Jaynes, Edna	Watts, Cornelius

PREPARATORY GRADES ROLL

First Year (Grade VII.)—41.

Ansell, Irma	Jordon, Reid
Bank, Hannah	Kent, Geneva
Blanchard, Elmira	Miller, Daisy
Bowen, Garland	Moore, Olive
Cammack, Howard	Pinkerman, Owen
Cherry, Mary Christine	Pulverman, Sophie
Clark, Mildred	Priddy, Cecil
Christian, Herbert	Reid, Walter
Doolittle, Gene	Rousey, Virgil
Ferguson, Kathleen	Renner, Ernest
Fitch, Nita	Roberts, Narcissus
Fitch, Carolyn	Stanley, Roland
Garland, James	Thornburg, Josephine
Gorman, Eugene	Vickers, Leonard
Gould, Halle	Vinson, Ruth
Hill, Lottie	Wilson, Walton
Hoscher, Amanda	Waters, Hugh
Harrison, Lucien	Wagner, Joseph
Hall, Ray	Worden, Evelyn
Ingram, Carl	Wood, Bessie
	Zeller, Sylvia

Second Year (Grade VIII.)—23.

Browning, Wade	McDonald, Mabel
*Carey, Carl	Martin, Marie
*Carter, Thelma	*Meeks, Ethel
Childers, Esther	Prichard, Ralph

*Daniel, Anabel	Spry, Harrison
Freutel, Frederick	Starkey, Russell
*Geiger, Frances	*Whieldon, Lucile
Gwinn, William	*White, Dorsey
*Helmick, Carl	*White, Essie
Love, Paul	*White, Oza
*Lyon, Louise	*Williamson, Mary
*Yates, Annie	

* PREPARATORY GRADE GRADUATES

Carey, Carl	Meeks, Ethel
Carter, Thelma	Whieldon, Lucile
Daniel, Anabel	White, Dorsey
Geiger, Frances	White, Essie
Helmick, Carl	White, Oza
Lyon, Louise	Williamson, Mary
Yates, Annie	

Total Enrollment in all the Eight Grades, 202
 Graduates from the Eighth Grade, 13

NORMAL SENIORS

Albert, Arthur Clinton	Hearholzer, Margaret Cecilia
Allen, Virginia	Holt, Merle
Ankrom, Jessie	Howard, Ida Florence
Backus, Lenore Susan	Huddleston, Willie Macie
Bailey, Oscar Charlton	Hypes, George William
Baumgardner, Garnett	Johnson, Marinda Margaret
Beswick, Adeline C.	Johnston, Olive M.
Bird, Grace	Kerr, Marguerite Frances
Bonham, Edna	Lewis, Lucy Geraldine
Caton, Nina Alberta	McCorkle, Mary Louise
Cobb, Alta Frances	Mackenzie, Caddie
Cobb, Lillie	Mackenzie, Laura
Collins, Eva Clare	Mankin, Affa May
Cook, Violet Fae	Mankin, Vera Rosamond
Cooney, Marcella Dorothy	Millender, Florence Elizabeth
Corbly, Agnes	Miskimins, Margaret M.

Cundiff, Ann Elizabeth	Musgrave, Erwin Milton
Cyrus, Carrie	Orth, Christina
Dixon, Grace Elizabeth	Parker, Ethel Maude
Dorsey, Ervin	Peck, Margaret Ray
Dotson, Glenna Olive	Pritchard, Elizabeth Thomas
Felton, Minne Elizabeth	Ritz, Kathryn Alva
Fiddler, Raymond Elmore	Scott, Inva Ione
Fischback, Flora	Steele, Eva Bell
Flesher, Ethel Murty	Wakefield, Gladys
Freeman, Valerie	Watson, Bess Nelma
Garrison, Josephine Carlee	Watson, Etta Mae
Gibson, Goldie Lucinda	Webb, Frances
Gordon, Isabelle Turney	Whitman, Katie
Groves, Zella Imogene	Williams, Price Wayne
Harvey, Mary Elizabeth	Wolf, Ruth
	Wright, Goldie Bias

ADDITIONAL YEAR

(To be incorporated beginning with the year 1912.)

METHODS: a. In Collecting Materials.

b. In Arranging Materials.

c. In Text Preparation.

d. In Instruction.

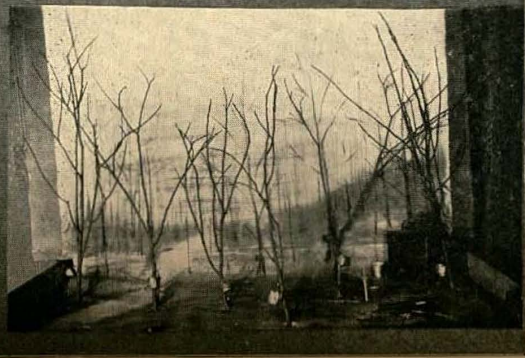
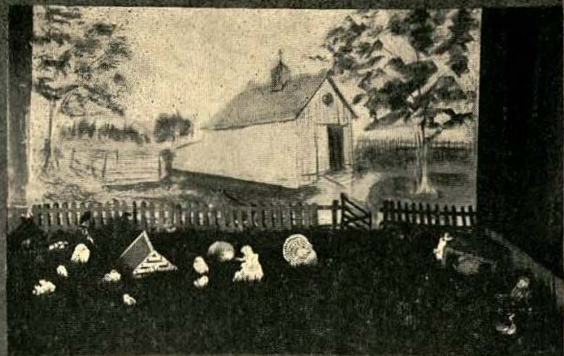
APPLIED TO

- | | |
|------------------------|-----------------------|
| (1.) <i>Reading</i> | (6.) <i>Language</i> |
| (2.) <i>Writing</i> | (7.) <i>Grammar</i> |
| (3.) <i>Spelling</i> | (8.) <i>Geography</i> |
| (4.) <i>Arithmetic</i> | (9.) <i>History</i> |
| (5.) <i>Drawing</i> | (10.) <i>Hygiene</i> |

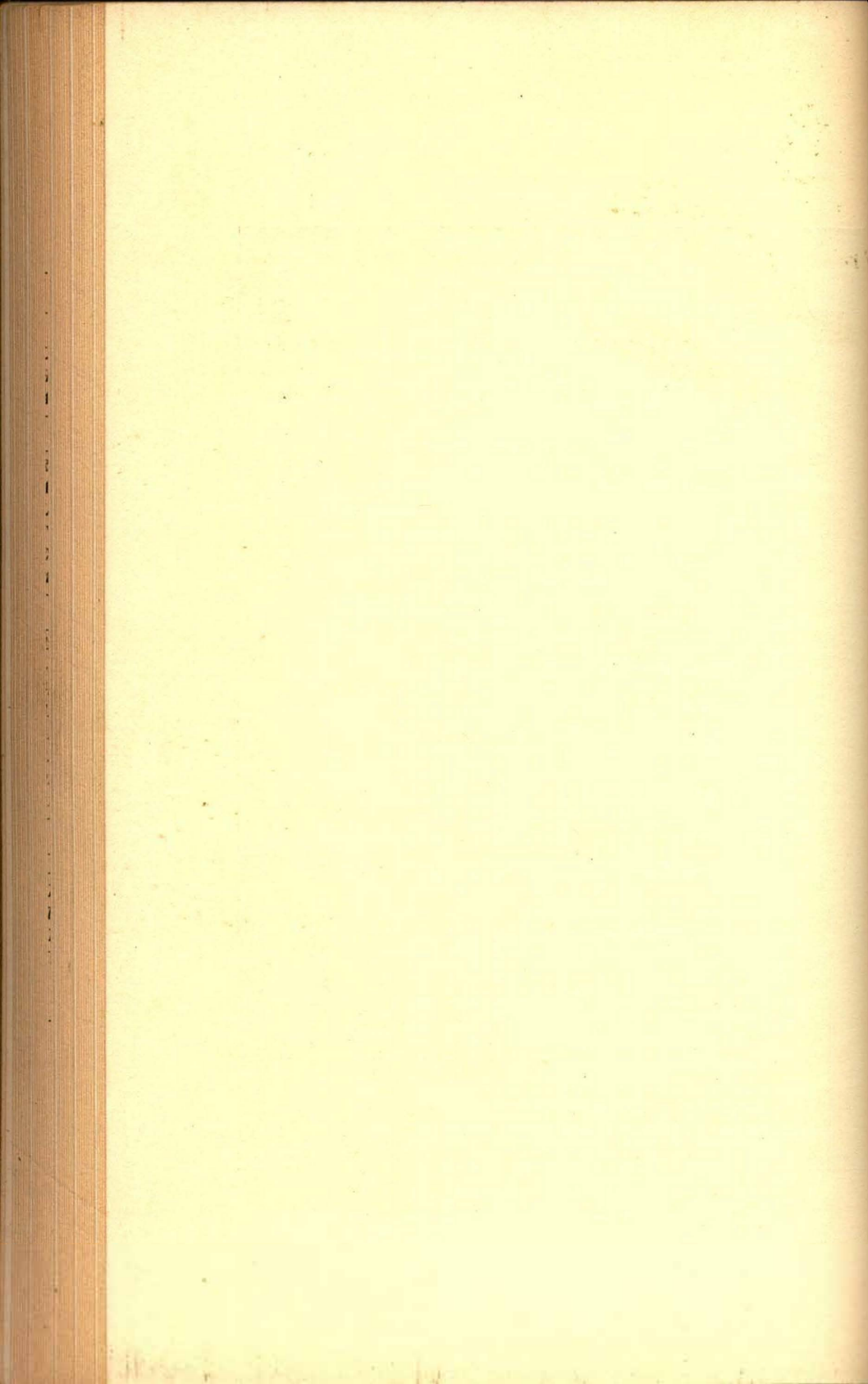
ADVANCED CHILD STUDY: Its Home Life. Its Inheritance. Its Environments. Its Defects:

a. Physical. b. Mental. c. Moral. Its Nature. Its Growth and Development. Formative Influences. Its Peculiar Tastes, Likes and Dislikes.

METHODS: In DISCIPLINE (*Moral Education*): Neatness, Cleanliness, Sitting-Posture, Standing Posture, Gait, Conversational Tone of Voice, Attitude towards others (Parent, Stranger, Teacher, Fellow Pupil); Respect for Authority, for Custom, and for Law; Habits of Attention, Anger, Cheerfulness, Courtesy, Manners, Morals, Boisterousness, Profanity, Obscenity of Speech or Writing; Respect for Others' Opinions:—Religious Convictions and Forms, Political Persuasions; Habits of Gossip, Tale-Telling, Bitterness of



SAND TABLE WORK—MODEL SCHOOL



Speech; Exaggeration, Falsehood, Theft; Candor, Directness, Truthfulness.

CARE AND CULTURE OF THE BODY: Home and School Prophylaxis and Therapeutics, Emergency Surgery, Resuscitation, etc., (by a local Physician); Precaution in Foods and Drinks; Basements, Baths, Plumbing, Stagnant Pools, Water and Food of Milch Cows, Slaughter Houses and other offensive and unhealthful Conditions and Surroundings; Elementary Dietetics; Calisthenics, Games, Play, Walking, Horseback Riding, Climbing, Swimming, Vaulting, Breathing, Sleeping, Sleeping Rooms, Meal Hours, Worry, Etc., Etc.

GENETICS AND EUGENICS

ART and ARCHITECTURE in SCHOOL and HOME BUILDING and GROUNDS

LIBRARY WORK.

Books—How to Choose Them, How Use Them, How Read Them, How Catalogue Them, How Place Them on the shelves, How Find Them, How Search for Materials; Prices of Books, How Buy Them, Where, Etc.; Book Catalogues and Book Companies; Book-Making, Bindings, Etc.

SCHOOL ADMINISTRATION AND SUPERVISION.....

PROBLEMS PECULIAR TO RURAL SCHOOLS

PROBLEMS PECULIAR to TOWN and CITY SCHOOLS.....

PHILOSOPHY of EDUCATION

ADVANCED PSYCHOLOGY

SCHOOL SYSTEMS, STATE and NATIONAL, COMPARED.....

SCHOOL CURRICULA

WEST VIRGINIA INSTITUTIONS: Educational (The State System), Charitable, Corrective, Penal, Benevolent, etc.; How Supported, Expenses of, Location, How Conducted, etc.

AMERICAN HISTORY and CIVICS: The object of this course is to give the student a general review of the subject of American History, to study our state and national constitutions, and to familiarize him with the essential elements, legislation, executive, and judicial, of municipal, county, state, and national government, also to give him practical training, through illustrative work in student organizations, in parliamentary practice.

This course is supplemented in a way, as is the work in Geography, by a course in

THE INFLUENCE OF GEOGRAPHY UPON AMERICAN HISTORY
Courses are also offered in

COMMERCIAL GEOGRAPHY

ADVANCED PHYSIOGRAPHY, and

HISTORICAL GEOLOGY

For details of the work under the *four* preceding courses, see, under "DEPARTMENT OF GEOGRAPHY and GEOLOGY on pages 51, 52, and 53.

DEPARTMENT OF MUSIC

Music has become, as it should, a part of the very warp and woof of Marshall College life, and has put the school in closer touch with the City of Huntington and the State than could have been possible otherwise.

ADVANTAGES. There are many advantages offered to a student in a department of music connected with an academic school. Opportunities are offered for studying in the various other departments, thus securing to the music student a symmetrical education, literary and scientific, as well as musical. Instruction is furnished without tuition in a number of branches, while in others, the tuition is merely nominal.

EQUIPMENT. The Department occupies the upper floor of the building, and consists of 5 studios and 10 practice rooms besides two rented practice rooms. The department has at its disposal 10 upright, and one Chickering Grand, Pianos. A Recital Hall, seating 200 people, provided for lectures and students' recitals, is at the disposal of this department. The auditorium, seating 1,200 people, contains the Chickering Concert Grand piano.

FACULTY RECITALS. A series of Faculty recitals is given during the year. All the members of the Faculty take part in these recitals and music students are expected to attend them as a part of their instruction.

STUDENTS' RECITALS. Public recitals by students are held one afternoon of each week. These recitals have been established as a means of developing confidence in the student, and every one is expected to attend.

GENERAL ANNOUNCEMENTS. Students may enter the Department of Music at any time, but it is greatly to their interest to enter at the beginning of the term.

Students entering within the first two weeks of a term will be charged for the full quarter; after that time, for the remainder of the term and one week additional.

There will be no deduction for lessons missed by students, except in case of prolonged illness, when the loss is divided equally between the student and the school.

All music students are expected to attend the regular students' recitals, and to take part in them whenever so assigned; and to attend all concerts given under the auspices of the Department. Students are expected to identify themselves with the various organizations of the school and are required to enter any organization to which they are assigned by teachers.

It is expected that all students will take sufficient work—literary or music, or both, to occupy their entire time.

The Department of Music offers instruction in each of the follow-

ing subjects: Piano, voice, violin, organ, mandolin, ensemble playing, harmony and history of music.

1. PIANO.

Two courses of study are offered, the one leading to a Teacher's certificate at the completion of the work in Class IV, and the other leading to a diploma at the completion of the work in Class V. A post-graduate course may be added if desired. Strict adherence to a fixed list of studies is not required. The needs of the individual student are considered and the studies varied accordingly, but in each class the studies selected must be worked up to the tempo indicated by the metronome mark.

COURSE OF STUDY

PREPARATORY YEAR

Technical Exercises
Major Scales
Kuhner's School of Etudes
Gurlitt's First Lessons
Selected Compositions

FRESHMAN YEAR

Technical Exercises
All Major and Minor Scales
Lecoupey's Studies Op 20
Clementi's Sonatinas
Selected Compositions

SOPHOMORE YEAR

Technical Exercises
All Scales in similar and contrary motion
Major Scales in tenths, sixths and thirds
All Triad Arpeggios
St. Heller's Studies, Op 46
 Bach's Little Preludes and Fugues
Sonatas by Hadyn
Selected Compositions

JUNIOR YEAR

Technical Exercises
Major and Minor Scales
All Major and Minor Scales in tenths, sixths, and thirds, similar and contrary motion.
Diminished seventh and Dominant seventh Arpeggios
Kullak's Octave Studies

Cramer's Studies
 Clementi's Gradus ad Parnassum
 Sonatas by Mozart and Beethoven
 Chopin's Waltzes and Nocturnes

SENIOR YEAR

Technical Exercises
 Major and Minor Scales with tenths, sixths and thirds at tempo of
 M. M.—154, four notes to one beat.
 Major and Minor Scales in double thirds,
 Similar and contrary motion.
 Octave Studies
 All Arpeggios in similar and contrary motion
 Studies by Kessler and Henselt
 Bach's Well Tempered Clavichord
 Sonatas by Beethoven
 Concertos by Mendelssohn, Chopin, Beethoven, Schutte, etc.
 Selected Compositions

POST-GRADUATE YEAR

Advanced Technical Exercises
 Scales in Double Sixths
 The Greater Sonatas of Beethoven
 Bach's Chromatic Fantasia and Fugue
 Studies by Chopin and Liszt
 Chopin's Ballades, Scherzos and Polanaises
 Concertos by Schumann, Liszt, Rubenstein, Brahms, Etc.
 Selected Compositions.

HARMONY

The course in Harmony covers two years. It may all be taken in the fourth and fifth classes or it may be divided among the third, fourth and fifth.

The work of the first year covers the first 93 pages in Bussler's Elementary Harmony, together with much supplementary work at the piano. Candidates for Teachers' Certificates must complete this first year of the course in Harmony. The work of the last year completes Bussler's text. Original work will be required as also transposition and dictation exercises at the piano. Candidates for Diploma must complete the full course in Harmony.

HISTORY OF MUSIC

Work in the History of Music is begun at the opening of the third year, and is required throughout this year and throughout the Junior and Senior years as a part of the course.

The class in the History of Music recites once per week throughout the Third, Junior and Senior years.

TEXT BOOKS: 1. Fillmore's "*History of Piano Forte Music.*"
2. Matthews' "*A Popular History of Music.*"

In addition to the prescribed texts, reference to the many valuable books on the history of music, found in the college library, is required

ADDITIONAL WORK

No creditable music school permits students to graduate now-a-days till they have done a certain amount of substantial academic work in addition to their music requirements. Accordingly, the following academic requirements for music certificates and music diplomas are herewith laid down for future years:

Candidates for "Teachers Certificates" in the department of Music are required to complete the following work in academic studies before they can be awarded these certificates:

1. All work required for entrance to our Normal "Freshman Year", which includes the following:

U. S. History	Mental Arithmetic
Reading	Spelling
English Grammar	Written Arithmetic
Political Geography	Penmanship
	Physiology

2. The Freshman, Sophomore and Junior English prescribed in our Normal course.

3. The course in Psychology and Child Study required in the Senior Year of our Normal Course, also Ethics.

4. The work in Personal Hygiene under the Head of the Department of Expression, which covers only a few lessons.

Candidates for "Diplomas" are required to do *all the work required of Candidates for "Teachers Certificates"*, and, in addition, the following: The work in Hygiene required in the Senior Normal Year, and Botany.

Post Graduate students are required to carry one recitation per day selected from any of the courses with the approval of the president, preferably from the Graduate Normal Year.

FEEES IN PIANO

	Fall Term	Winter Term	Spring Term	Summer Term
Piano Lessons				
Head Teacher	\$18.00	\$16.00	\$17.00	\$9.00
Piano Lessons				
Assistant Teachers	\$16.00	\$14.00	\$15.00	\$8.00

Lessons in				
Harmony	\$6.00	\$5.00	\$5.50	\$3.00
Lessons in				
History of Music	\$4.00	\$3.00	\$3.50	\$2.00
Use of Piano for Practice Hours				
If used 1 Hour per day			\$2.00	Per Term
2 Hours per day			\$3.00	Per Term
3 Hours per day			\$4.00	Per Term
4 Hours per day			\$5.00	Per Term
5 Hours per day			\$6.00	Per Term
6 Hours per day			\$7.00	Per Term

REQUIREMENTS FOR CERTIFICATES AND DIPLOMAS

In addition to the Academic requirements stated above, the following are the Music requirements:

All pupils except those in Class I are required to take one term in Elementary Theory.

Elementary work in Harmony and in History of Music is required as a part of the work of the Sophomore Music Year.

Candidates for "Teachers' Certificates" in piano must complete the work in the first four years, together with one year's work in Harmony, and one year's work in History of Music. They must also attend a Teachers' Training Class, and must themselves give instruction to a few pupils under the supervision of The Director of Music.

Candidates for Diplomas must complete the work of the five years, and must take advanced work in Harmony, Theory and History of Music. They are also required to give in public, entirely from memory, a recital consisting of only the best standard piano selections.

No Certificate or Diploma will be awarded to any one who is in arrears in any way, in any department, boarding, rooms, sheet music, music fees, academic fees or in any other way connected with the school, except by the special permission of the president.

All fees are payable in advance, by the term (quarter) and students are not permitted to enter classes till this is attended to, as per ruling of the State Board.

2. VOICE

COURSE OF STUDY

First Year.

Placing of Tones.
Studies from Best Composers
English and German Ballads.

Elements of Church Music.
Sight-Reading and Part Singing.

Second Year.

Studies from the Best Composers. Church Music.
Songs by Modern Composers.

Third Year.

Studies from the Best Composers. The work in Voice includes also the
Oratorio and Opera. following:
Songs by Classical Composers. 1. Normal Class in Sight Reading.
Normal Training. 2. Choral Club.
Practice of Accompaniment. 3. Choir Singing.
Harmony and Theory.
History of Music.

In the Normal Class in Sight Reading students are taught the intervals by the use of numerals, a thorough knowledge of time, rythm, accent, and such other features of vocal music as will give them an intelligent grasp of the fundamentals of sound, and vocal culture.

FEEES

Fall Term	\$18.00
Winter Term	18.00
Spring Term	18.00
Summer Term	9.00

3. VIOLIN

Prof. Waas, a mature and experienced teacher and a skillful performer on the violin, offers a course of study on this instrument.

EXAMINATIONS

At the close of the fall term an entire week is set apart for examinations, which are compulsory; that is, no student can continue his work during any succeeding term till he has passed his examinations. The only excuse accepted, as a rule, is that of continued and severe illness, in which case a certificate or verbal report from the physician who attended the student is necessary. There might be other extreme cases in which excuses from examination could be obtained; most rules are subject to some exceptions; but if a student expects to continue work here or anywhere else, it is to his advantage to pass his examinations; and if he refuse to do so without justifiable excuse he will not only be denied a special examination but will be dropped from the school.

Students—chiefly teachers from the rural districts whose schools close before our spring term opens—enter at all times during our winter term in order that they may get more than one term per year. Many of these enter so late in the term that they are not prepared to take the winter term examinations and if the closing week of the term be given up to examinations, these students who entered late find a week wherein there are no recitations—almost lost time to them here on expenses. Accordingly we usually have our winter term examinations in the form of frequent class tests. By this means those who enter late may pass the tests on those parts of the texts which they have taken up after entering and are accommodated with class work—recitations—up to the very last day of the term. And since the vacation between the winter and spring term is short, only three school days, students entering before the close of the winter term may continue their work uninterruptedly to the end of the spring term.

Sometimes by examinations and sometimes by class tests the grading for the spring term is done. In either case all examinations and all tests must be taken unless there be an excuse for not doing so, which is satisfactory to the president.

To get one's credit for work during a term when examinations are given in the form of class tests it is absolutely necessary that the student stay till the close of the term; otherwise his name is not entered on the credit list nor on the grade book of the school and no report is sent to his parents unless the president write a personal statement as to the general character of the work done. It is, therefore, important that the student remain till the close of the term, for sometime, either here or elsewhere, he will need his credits. Not a year passes but a *number* of

young men and women who dropped out of the school before the term closed find themselves in need of a statement from the president, of the work they did here, and write us for the same. It is a disappointment to them to find there is no credit here.

In case a student is very sick and we have proper assurance that he or she is too sick to remain in school, the cause of his withdrawal is recorded and a general statement of the amount of work done can be gotten at any time, but no grades can be given except in very deserving cases.

In case a student drops out of school out of laziness or a few childish pains or other ailments of some kind, no record whatever is kept of his work. He usually does not do the kind of work that amounts to enough to record it.

The student will please to remember that if he wish credit for work done here his attendance must be regular and continue to the very close of the term except in *extreme* cases, and the faculty must judge as to what cases are *extreme*.

It may be well to remind new students who enter here that class attendance is compulsory; that absence from class without an excuse which we can accept will be punished with expulsion if persisted in; that when they arrive in Huntington they must enroll at once and proceed to work; that any student found lounging about the city after arriving is liable to be sent home summarily; that the instructors of the school meet weekly and go over the entire list of students and know just who are absent and whether absent the entire day; that the cause for absence is almost surely investigated; that when once here a student *must be in school* and must be here regularly and promptly unless his excuse will bear investigation; that we want no students who do not come here to work; and that we aim to get rid of those who will not work.

Attending school should be a business, not a pastime.

GRADUATION

A diploma of graduation is conferred on all who complete either the Normal, Modern Language, Classic, Music, Art or Expression Course, with an average per cent. of 80, and do not fall below 70 on any subject.

No one is permitted to graduate, however, who has not spent at least one full year here and the "full year" must be either the Junior or the Senior year.

We caution young people about getting in a hurry to graduate. Go slowly, do much reading outside your course, do not carry very heavy work, take part in the social life of the school, take time to care for the health, always take light enough work to have some time for recreation, and especially guard against carrying more work than can be well done without injuring the health.

Immediately after the opening of the *fall term*, each year,, the "Committee on Graduation" takes up the record of each candidate for graduation, checks it up and reports to him within two weeks of the opening of said term what his standing is. If any one is found to have more than *12 counts* against him at that time he is notified that he cannot have full senior rank, for *no one with more than 12 units to make for the year is admitted to the senior class at the opening of the fall term.*

The "Senior Roll" is made up at the close of the fall term. At that time every "candidate" who has been admitted on trial at the opening of the fall term is entered on the senior roll or may be continued on the candidate list.

The "Senior Roll" is called in full faculty meeting *four weeks* before commencement day. If, at this roll call, any member of the class is found below the "danger line" he is promptly notified by the secretary of the faculty and thus is given *one week* to "set himself right" in his credits; at the end of this *week*, the "final senior roll" is called and the result is reported to the president of the class and to the program committee for commencement.

We caution both young men and young women about a vain ambition to "graduate young." This means loss of thoroughness, for much that is in our courses requires maturity of mind to grasp intelligently.

THE LIBRARY

The library is a center of educational interest with the student body, and each member of the faculty makes it a part of his class work to extend, enlarge, and intelligently direct this interest.

The books are selected by a committee consisting of the librarian the president, and the heads of the departments, hence are selected with reference to the interest of the work in all departments, and with reference to the educational and cultural needs of the student body.

The material of the library is as follows:

1. Circulating and Reference Works, 7,000 volumes.
2. Documentary—Bound, 5,000 volumes; Unbound, 3,000 volumes.
3. Magazines and other periodicals, 100.

RULES AND REGULATIONS

1. HOURS.—8:00 to 12:30 a. m. 2:00 to 5:00 p. m. Saturdays, 9:00 to 12:00 a. m. 2:00 to 4:00 p. m.

2. No book, magazine, or newspaper shall be taken from the library without the consent of the librarian.

3. Free access is given to all books and magazines during library hours and it should be borne in mind that in a reference library all books for which there is a special demand should be in during library hours.

4. Persons drawing books shall be responsible for their safe return.

5. Students must pay for books lost or injured by them.
6. Unless permission has been granted no book shall be retained for a longer period than two weeks.
7. Special reference books may be taken out at night if they are returned before the first period in the morning.
8. A fine of two cents a day will be charged for all books kept out over two weeks. Ten cents a day for reference books kept longer than the time specified.
9. Do not mark library books or turn down their leaves, or carry pencils or note books in them.
10. Persons found mutilating books or magazines will be punished to the full extent of the law.
11. Talking and whispering are not allowed in the library. The librarian will answer your questions.
12. Students are expected to return to the shelves or racks, encyclopedias, dictionaries, atlases, bound magazines, special reference books (marked with yellow slips), unbound magazines and newspapers.
13. Anyone violating any of the above rules will be denied library privileges.

CLASSIFICATION OF BOOKS

The books are classified according to the Dewey or Decimal Classification which arranges the books first by subjects then by author. By this system the field of knowledge is divided into nine main classes and these are numbered by the digits to 9. Cyclopedias, periodicals, etc., so general in character as to belong to no one of these classes are marked "O" and form a tenth class. Each class is similarly separated into nine divisions, general works belonging to no division having nought in place of the division number. Divisions are similarly divided into nine sections and the process is repeated as often as necessary. Thus 512 means Class 5 (Natural Science) Division 1 (Mathematics) Section 2 (Algebra) and every algebra is numbered 512.

The first and second summary of the Decimal Classification follow.

ARRANGEMENT OF BOOKS ON SHELVES

All the books in a given class should stand together on the shelves. It will be evident that the class number alone does not make a sufficient call number. There must be something to distinguish each book from all others in the same class, and for this reason we have the author-number and they are arranged in direct alphabetical order from A to Z.

CATALOGUE

The catalogue is arranged on cards in cases on the small desk in center of library. It is an author, title and subject catalogue and is ar-

ranged in alphabetical order from A to Z like a dictionary. It answers the following questions:

1. Has the library a book by a given author?
2. Has the library a book by a given title?
3. Has the library material on a given subject?

For example: If a student desires to get a book entitled "Emile" (a work on the subject of education), look in the catalogue for either (1) the author-card headed "Rousseau" or (2) the title-card headed "Emile" or (3) the subject card headed "Education." In the upper left hand corner of the author, title or subject card will be found the *call-number* of the book you want.

MAGAZINES AND NEWSPAPERS

The reading room contains the principal monthly magazines and educational journals, several daily newspapers and a number of weekly newspapers donated by the publishers.

List of magazines to be found in the reading room follows:

Magazines.

American Forestry,	Health Culture,
American Agriculturalist,	House Beautiful,
American Chemical Journal,	Independent,
American School Board Journal,	Journal of Political Economy,
American Historical Review,	Journal of Geography,
American Journal of Psychology,	Journal of Pedagogy,
American Naturalist,	Ladies' Home Journal,
American Journal of Sociology,	La Follette's,
American Journal of Philology,	Library Journal,
American Magazine,	L'Illustration,
Art and Progress,	Literary Digest,
Atlantic Monthly,	McClure's,
Bird Lore,	Monist,
Bankers' Magazine,	Munsey's Magazine,
Bookman,	Musical Leader and Concert Goer,
Century,	Musical Courier,
Circle,	Musician,
Collier's Weekly,	Nation, The
Classical Journal,	Nature Study,
Classical Philology,	National Geographic Magazine,
Classical Weekly	Nineteenth Century,
Commoner,	North American Review,
Contemporary Review,	Outlook,
Cosmopolitan,	Pedagogical Seminary,
Country Life in America,	Political Science Quarterly,
Current Literature,	Popular Astronomy,
Delineator,	Popular Science Monthly,

Dial, The	Primary Plans,
Die Woche,	Primary Education,
Edinburg Review,	Psychological Review,
Education,	Putnam's Monthly,
Educational Review,	Readers' Guide to Periodical Literature,
Electrical Age,	
Etude,	Review of Reviews,
Elementary School Teacher,	School Arts Book,
Everybody's,	Scientific American,
Fortnightly Review,	Scribner's,
Forum,	Success Magazine,
Good Housekeeping,	Survey,
Hampton's Magazine,	Technical World,
Harper's Magazine,	World's Events,
Harper's Bazaar,	World Today,
Harper's Weekly,	World's Work,
Harper's Monthly,	Youth's Companion,

LIBRARY PRACTICE

This work is offered each term to a limited number of seniors. One period of practice work a day is required. The work covers all phases of the subject, and students who expect to become principles or have libraries to care for are urged to take the work.

In addition to the special work offered to seniors every student who uses the library is expected to take sufficient instruction in library work to be able to intelligently follow the requirements of those who use it. It covers the following:

1. Classification and Arrangement of books.
2. Use of Card Catalogue.
3. Use of Periodical Indexes.
4. Use of Encyclopedias, Atlases, Handbook, Dictionaries and other References.

FIRST SUMMARY

- | | |
|------------------|---------------------|
| 0. General Work, | 5. Natural Science, |
| 1. Philosophy, | 6. Useful Arts, |
| 2. Religion, | 7. Fine Arts, |
| 3. Sociology, | 8. Literature, |
| 4. Philology, | 9. History, |

SECOND SUMMARY

000 GENERAL WORKS

010 Bibliography

020 Library Economy

030 General Collections

- | | |
|--------------------------------------|--------------------------------------|
| 050 General Periodicals | 430 German |
| 060 General Societies | 440 French |
| 070 Newspapers | 450 Italian |
| 080 Special Libraries | 460 Spanish |
| 090 Book Rarities | 470 Latin |
| | 480 Greek |
| | 490 Minor Languages |
| 100 PHILOSOPHY | |
| 110 Metaphysics | 500 NATURAL SCIENCE |
| 120 Special Metaphysical Topics | 510 Mathematics |
| 130 Mind and Body | 520 Astronomy |
| 140 Philosophical Systems | 530 Physics |
| 150 Mental Faculties, Psychology | 540 Chemistry |
| 160 Logic | 550 Geology |
| 170 Ethics | 560 Paleontology |
| 180 Ancient Philosophers | 570 Biology |
| 190 Modern Philosophers | 580 Botany |
| | 590 Zoology |
| 200 RELIGION | |
| 210 Natural Theology | 600 USEFUL ARTS |
| 220 Bible | 610 Medicine |
| 230 Doctrinal Theol, Dogmatics | 620 Engineering |
| 240 Devotional and Practical | 630 Agriculture |
| 250 Homiletic, Pastoral, Parochial | 640 Domestic Economy |
| 260 Church | 650 Communication and Com-
merce |
| 270 Religious History | 660 Chemical Technology |
| 280 Christian Churches and Sects | 670 Manufactures |
| 290 Non-Christian Religions | 680 Mechanic Trades |
| | 690 Building |
| 300 SOCIOLOGY | |
| 310 Statistics | 700 FINE ARTS |
| 320 Political Science | 710 Landscape Gardening |
| 330 Political Economy | 720 Architecture |
| 340 Law | 730 Sculpture |
| 350 Administration | 740 Drawing, Design, Decor-
ation |
| 360 Associations and Institutions | 750 Painting |
| 370 Education | 760 Engraving |
| 380 Commerce and Communica-
tions | 770 Photography |
| 390 Customs, Costumes, Folk-
lore | 780 Music |
| | 790 Amusements |
| 400 PHILOLOGY | |
| 410 Comparative | 800 LITERATURE |
| 420 English | 810 American |

820 English
830 German
840 French
850 Italian
860 Spanish
870 Latin
880 Greek
890 Minor Languages

920 Biography
930 Ancient History
940 Europe
950 Asia
960 Africa
970 North America
980 South America
990 Oceanic and Polar Regions

900 HISTORY

910 Geography and Description

EXPENSES

Not until one has sat down and "counted the cost" of attending school at most places in this country now-a-days can one appreciate how reasonable are the necessary expenses connected with attending school at Marshall College. But, the total per year for "necessary expenses" in attending school is at last, as in most other things, not the total annual or quarterly or monthly outlay of dollars; far, very far from it, though this total, beyond a certain limit, becomes a vital feature with the vast majority of young people who are worth getting into the higher grade schools of the country. If possible these "necessary expenses" should be kept down to that maximum which is not prohibitive to the average young man of generous ambitions, reasonable resourcefulness, and commendable diligence. It is a matter of profound significance to any country of democratic government and pretended democratic spirit that the average college and university of America is practically out of reach of the vast majority of young men, and is getting farther and farther beyond their reach, because of the growing cost of attending these schools. This growing cost is not due to any decided increase in tuitions and other essential fees, but is due to the increasing cost of social "necessities"—rather, "demands." Each year the social demands are increased a little, the cost of dress and entertainment goes up a little, house-rents go up a little, hence room-rents for students, and the cost of table board goes up because help, tastes, and much that we eat increase in cost and requirement. Our higher grade schools should be within the reach of every reasonably energetic and intelligent youth, and until they are, the education of the masses, which can be accomplished only through the higher education of the intelligent men and women of all classes and grades of society, must remain matter of extremely slow, if not dangerously slow process.

No question dealing with the higher education of the masses is in such immediate need of attention by those responsible for the advancement of educational standards and efficiency as that dealing with these three vital subjects:

1. Improved facilities, conveniences, and ways and means for bringing the higher grade schools within reach of the average youth among the masses.

2. Improved facilities for bringing the advantages and possibilities of higher education to the attention of the masses.

3. Ways and means for meeting the necessities of better salaries for those who teach in these schools.

Scarcely a week passes, on an average, but some one writes this office for information as to whether young men and women can find sufficient work to pay a part or all their expenses while attending school here. We invariably answer that some can, and some cannot, because some young persons will *make* a way because the "will" is there; others lack in the "I will" quality, and even when work is procured for them they fail to hold the work. Accordingly we have found it wise to answer all such inquiries this way." There is always work to be found in a city the size of Huntington and the right one *will find it* with a little guidance from this office; but work is never assured any one in advance for different reasons:

1. The employer always wants to see the employe before he gives him work unless the college authorities can vouch for him or her, which, as a rule, cannot be done because of lack of acquaintance.

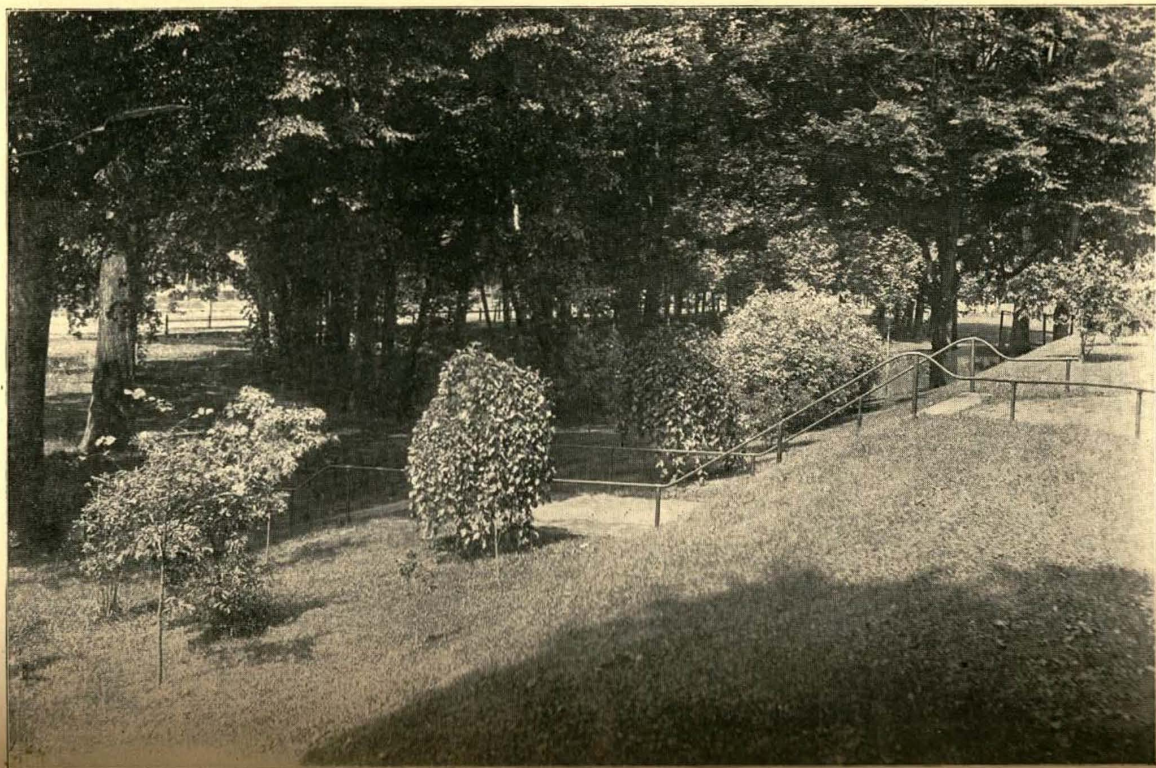
2. It not unfrequently has happened heretofore that after engaging work for young persons before they arrive here that they fail to come at all."

It has seemed to us a very sane policy for a young, ambitious person who wishes to attend some higher grade school than his home facilities afford, to do this: Take out a "life insurance policy" in some standard company such as the Mutual, the Equitable, the New York, the Prudential, or some other of the well established companies, use it as collateral to secure a creditor, then borrow money to attend school. What is known as the Natural Life policy would be the simplest and cheapest, although the "Twenty Payment" policy is a better one to borrow upon, the "Ten Payment" still better, though these come higher. The writer not only approves but heartily encourages borrowing money to complete one's education. He did it himself and feels that no money he has ever borrowed, no investment he has ever made has yielded such satisfactory or such abundant returns.

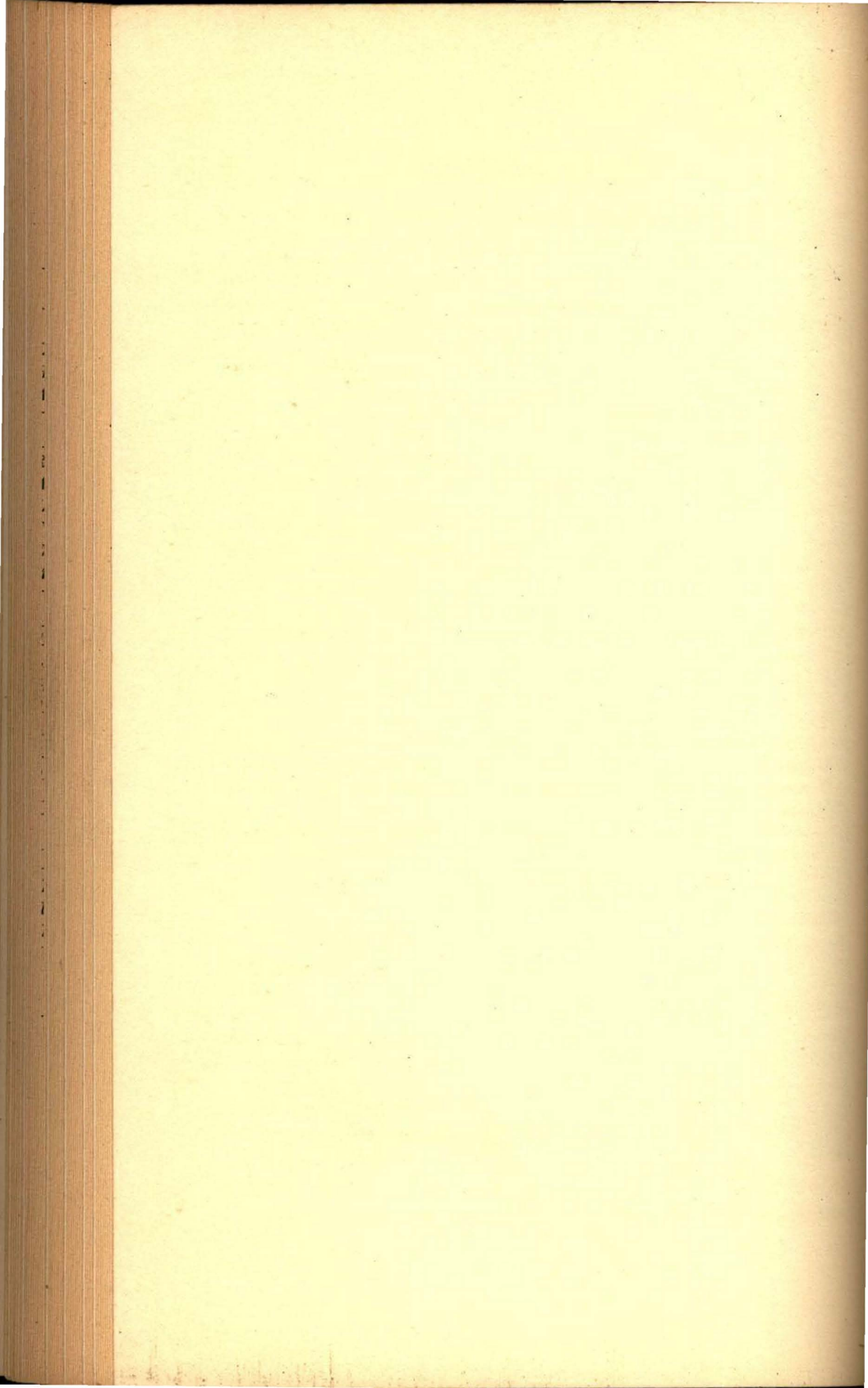
At Marshall College the fees are only nominal, board is reasonable, rooms are within reach of small purses, and the social life of the school is not such as to make extravagant charges upon one's purse.

As stated above, there are other things than money expenditure to be considered when choosing a school. Among these things are the following:

1. The standing of the school.
2. The scholarship and personnel of the teaching force.
3. The Location of the school: Whether in a village, town, city,



LOOKING N. E. ACROSS THE CAMPUS FROM COLLEGE HALL



or community where there are advantages for culture outside as well as inside the school.

4. The atmosphere of the school: Whether socially, educationally, religiously, and economically wholesome and conservative. Whether the school spirit is cordial, progressive, mutually helpful, considerate and thoughtful. Whether there is a home-like atmosphere between student and student, teacher and teacher, and student and teacher.

5. The advantages for lectures, musicals, and other informatory and refining opportunities for growth.

6. The spirit of loyalty to the school on the part of the students and alumni, also the teachers themselves.

The average young man and woman studies best in an atmosphere of loyalty, peace, enthusiasm, and cheerfulness. Attend a school where these can be found in the very atmosphere.

It is a common experience to receive at this office the following inquiry: "Please send me a statement of the actual necessary expenses connected with attending *your* school per quarter, per session &c..

As a rule both parents and young persons making these inquiries wish a more or less definite statement of the total cost per quarter or year. An intelligent answer to this inquiry involves several return inquiries such as these:

1. What course or courses do you wish to carry?
2. Where and what kind of board do you wish?
3. What do you mean by "necessary expenses"?

For example, the teachers in the departments of Expression, Music, and the Model School are paid from fees charged in those departments and not by state appropriations; hence the fees in those departments are higher than in others.

Again, students from other states pay an additional or extra, fee of \$6.00 per quarter, over that charged West Virginia students, in the Normal and Academic departments.

The following, however, will answer the above inquiry somewhat accurately:

1. BOARD

Board, as spoken of here, includes *room, light, fuel and food*.

In the case of *club board* the room is furnished and cared for by the family from whom the student rents rooms; in the case of *private board* this is also true; in College Hall the girls furnish their towels, soap and bedding except the mattresses; all other things are furnished them.

Since a "school quarter", or term, varies in length

Fourteen Weeks in the Fall Quarter

Eleven Weeks in the Winter Quarter

Twelve Weeks in the Spring Quarter

it is somewhat difficult to give the cost per quarter except by rating the different quarters separately, which has been done below including, in

places, the Summer Half Quarter (*six weeks*). Furthermore, if a student is here for but one or two quarters his books cost him more, on an average, than when he attends the full year, since, if here for one quarter only he must have a full set of books for his classes, while, if here the entire year, most of his studies continue for more than one quarter in the same book, thus reducing the average cost per quarter, for books.

The cost of laundry, also, depends *very* largely on:

1. What one wears.
2. How often garments are washed.
3. How well cleaned and pressed one's outer clothing is kept.
4. How fresh and clean one cares to feel in one's clothing.

Few bills should be paid with greater readiness and cheer than one's laundry bill, and yet we fear *few* are paid with so much of complaint. It is no uncommon thing for a woman to pay \$25.00 for a \$5.00 hat with little of protest (more of boast) and then fuss with her washerwoman because she charges her \$2.50 per month for her laundry. The *hatmakers make money*, the *milliners live*, the washerwoman exists.

The figures given below for board are the average. Many get board cheaper by taking cheaper rooms, and some pay more by taking more expensive rooms.

The following is based on the report of the chairman of the Boarding Committee, Prof. J. A. Fitzgerald, and can be accepted as correct.

	CLUBS	COLLEGE HALL	PRIVATE FAMILIES
Fall Quarter, 14 weeks	\$44	\$49	\$56
Winter Quarter, 11 weeks	\$35	\$40	\$44
Spring Quarter, 12 weeks	\$38	\$42	\$48
Summer Half Quarter, 6 weeks	\$18	\$20	\$24

2. BOOKS

These cost, according to how far advanced in the courses a student is, and according to how long he stays at school, on an average, about \$2.50 per quarter.

3. FEES

Model School, per Quarter	\$5.00
Preparatory Work, per Quarter	\$5.00
Normal Course, per Quarter	\$3.00
Classic Course, per Quarter	\$3.00
Modern Language Course, per Quarter	\$3.00
Academic Elective Course, per Quarter	\$3.00
Piano, per Quarter	\$15.00 to \$18.00

Tuition in piano varies according to which quarter and according to

whether under the head teacher or an assistant teacher.

Voice, per Quarter \$18.00

Expression, per Quarter \$16.00 to \$20.00

Tuition in Expression varies according to whether the first, the second, or the third year work.

In addition to the above the following are charged only in special quarters or years, and in special subjects:

1. Biology, per Quarter \$1.00
2. Physics, per Quarter \$1.00
3. Chemistry, per Quarter \$2.00

4. Extra tuition in the regular courses for students from other states \$6.00

5. History of Music (Music students only) \$3.00 to \$4.00

6. Harmony (Music students only) \$5.00 to \$6.00

7. Use of Piano for practice, from \$1.00 up to \$6.00

according to how many hours per day the piano is used, a student seldom using it over 5 hours per day, the average being 2 hours per day which would be \$3.00 per quarter.

QUARTERLY EXPENSES

Combining the various "Necessary Expenses," including Fees, Laundry, Books, and Board and classify them under the three heads under which boarding comes, the following will show a very close estimate of the "Total Necessary Expenses" per Quarter, at this school: "C. B."—Club Board. "C. H."—College Hall Board. "P. F."—Board in Private Families:

	Fall Quarter			Winter Quarter			Spring Quarter			Summer Quarter		
	C.B.	C.H.	P.F.	C.B.	C.H.	P.F.	C.B.	C.H.	P.F.	C.B.	C.H.	P.F.
Classic Course	\$56.	\$61	\$68.	\$47.	\$52.	\$56.	\$50.	\$54.	\$60.	\$29.	\$31.	\$35.
Modern Language Course	56.	61.	68.	47.	52.	56.	50.	54.	60.	29.	31.	35.
Academic Elective Course	56.	61.	68.	47.	52.	56.	50.	54.	60.	29.	31.	35.
Normal Course	56.	61.	68.	47.	52.	56.	50.	54.	60.	29.	31.	35.
Model School, any Grade.....	58.	63.	70.	49.	54.	58.	52.	56.	62.	31.	33.	37.
Preparatory, (7th and 8th Grades).	58.	63.	70.	49.	54.	58.	52.	56.	62.	31.	33.	37.
Piano	82.	87.	94.	73.	78.	82.	76.	80.	86.	38.	40.	44.
Voice	76.	81.	88.	67.	72.	76.	70.	74.	80.	39.	41.	45.
Expression	75.	80.	87.	66.	71.	75.	69.	73.	79.	39.	41.	45.

ANNUAL EXPENSES

Omitting the Summer Quarter which is more or less independent of the regular session, the Annual "Necessary Expenses" at this school can be pretty safely listed as follows:

Classic Course	\$153.	\$167.	\$184.
Modern Language Course	\$153.	\$167.	\$184.
Academic Elective Course	\$153.	\$167.	\$184.
Normal Course	\$153.	\$167.	\$184.
Model School, Any Grade.....	\$159.	\$173.	\$190.
Preparatory (7th and 8th Grades).....	\$159.	\$173.	\$190.
Piano	\$183.	\$197.	\$214.
Voice	\$177.	\$191.	\$208.
Expression	\$176.	\$190.	\$207.

A WORD ABOUT CLUB BOARD

By Club Board is meant, simply, that a group of young men or women, *ten to twenty-five*, often more, take their meals at the same place. One of the young men, appointed from the gentlemen of the Senior class by the Boarding Committee of the Faculty, is commissioned to supervise the buying and other details, collect the board bills, etc., and be responsible for the general condition of the club, order, number in it, etc. He and the Boarding Committee decide what homes shall be selected as the places for the clubs. The lady in whose home the club is located opens her dining room to the young men, prepares the food, and serves it for so much per student per week. The students have their rooms in the city near by with good families and report to the club for their meals.

This is not only an entirely creditable method of boarding, but has become the most customary in all schools not provided liberally with dormitories. Practically all our young men take this kind of board.

COLLEGE HALL

College Hall is a ladies dormitory with rooming capacity for about 90 girls, and dining capacity, by crowding, of about 125.

This Hall is composed of the two eastern sections of the college building; it stands on the eastern end of the high central portion of the grounds, 300 feet from Third Avenue, 350 feet from College Avenue, on the South, and on the North, 400 feet from 17th Street, on the East. On the West it is joined to the college buildings, the central hallway on the first floor extending continuously through both the dormitory and the college buildings, though a double door closes the passage from one to the other when necessary. On the *second* and *third* floors the dormitory is separated from the college buildings by an 18 inch brick wall with *no openings* in it.

COLLEGE HALL is three stories high besides a full basement story, half of which is above ground, and the knoll on which the buildings stand, composed of sand, and rolling in every direction from the buildings, provides such a condition as is especially favorable for a basement, it always remaining *perfectly dry* no matter how wet the weather. It is the most airy, the most healthful, and in hot weather, the coolest spot in Huntington. It is as well, one of the highest, commanding a beautiful view in every direction. Approached by broad paved walks, by a wide driveway in the rear, and surrounded by green lawns of exceptional beauty, ornamented with stately old trees, this school home for girls is one of rare beauty and attraction.

ONLY LADIES ADMITTED

THIS HALL is a home for lady students and teachers, and is so arranged that the occupants need not go out in the weather in passing to and from school, also, that they may have the long hallway for an exercise space when the daily sessions of school are closed. This is a great convenience, a most valuable sanitary feature of the girls' school life. Whether it rain or hail or snow, they still have plenty of room for exercise.

No young gentlemen are admitted to College Hall to room, though a few may be admitted for meals when the dining room is not overcrowded.

Young ladies who wish to engage rooms in the hall should always write or speak at least *three months* in advance if they would be sure of accommodations, and even then it is not always possible to find room. True, it often happens that one or more girls who have engaged rooms find it impossible to take their rooms, owing to sickness or other unavoidable causes, in which cases applicants for rooms at a very late date even can be accommodated, hence it always pays to inquire.

"Engaged" means "paid for" for one term or quarter in advance, and not merely "spoken for"; otherwise many worthy girls might be denied rooms when calling for them, because some wholly unreliable ones

whose coming to school was quite unlikely had "spoken for" rooms.

Only regular students and teachers are allowed to board in the hall. Sisters, mothers, and others may visit for a brief season, but in no case except sickness are they expected to remain any length of time.

COMFORTS

The building is heated by steam and lighted by natural gas.

Hot and cold water is furnished throughout the building, on all floors, there being an automatic water heater in the basement which furnishes nine gallons of hot water per minute.

All bath rooms have hot and cold water connections, the girls' bath rooms having two bath tubs each, porcelain finish, three wash-bowls in a marble plate and two closets. Each of these is made private by inside screens and doors to the several compartments in addition to the bath room door, and the private bath compartments have gas jets.

The Bell telephone system is connected with the hall, and through this, the Western Union and Postal Telegraph system, thus placing the occupants of the hall in communication with all parts of the world. Long distance phone connections, are also a convenience to the hall.

In addition to the two stair-cases as a means of escape in case of fire, the following are of special value:

1. The large varanda roof, 14x52 feet, to which access is made by four double windows, two large single windows, and a double door from which roof escape is easy by ladder or by rope.
2. Through the president's rooms, and the rear veranda, 8x22 feet, from which escape is easy by ladder or rope.
3. Two fire escapes, one from each section of the hall, and extending from the third floor windows to the ground.
4. Extending from basement to third floor in each section of the building, both in the hall and in the school building, are 4-inch water pipes, with a hose 60 feet in length connected with each pipe on every floor, basement included, and water pressure sufficient to throw a flood stream over 200 feet. There are three double doors for exit on first floor, two single ones, and 18 large windows, some of them double.

In addition to the conveniences named above the following are worth considering.

1. Street car connections with all parts of the city and adjoining towns, the cars passing by the college gate, only 300 feet from the hall.
2. The large, beautiful grounds for promenading, athletics and lounging.
3. The long hallway, 400 feet, for promenading in bad weather.
4. The immediate connection of the hall with the school building, girls thus being able to pass from the hall to class-room, "to go to school," in short, without going out of doors. So, with all college entertainments, lectures, commencement exercises, etc.

5. The large front veranda, 14x52 feet, a luxury indeed, summer and winter.
6. The college parlors, which are open to all hall students.

SOME ADVANTAGES

1. The protection assured young ladies against undesirable company, male or female.
2. The systematizing of their work. A time to work, a time to sleep, a time to recreate, etc.
3. The oversight of a preceptress, whose duty it is to care for the girls.
4. Care and attention when sick.
5. Assistance when shopping.
6. Chaperones who can be trusted to dilligently serve the young ladies.
7. Board at reasonable rates.
8. Opportunities for associating with the instructors of the school.
9. Facilities for culture in the way of receiving company, preparing for company, table manners, hygienic culture, dress, conversation, etc.
10. Counsel and advice from the president, whose rooms are in the hall.

CONVENIENCES

The rooms are furnished with *single beds, mattresses, wardrobe, dresser with mirror, chairs, table, light and heat*. Students are required to furnish their own *bedding*, (except the mattress) their own *napkins and towels, a knife, a fork, a spoon, 2 glasses, a small pitcher, and a soap dish*. These are necessities and cannot be furnished by the state. They are for use in the room, not in the dining room, and keep their *room clean and in order*.

All rooms are furnished with *drop-light gas lamps* with Welsbach burners, but all breakage of lamp, mantle, or other fixtures, about the light after the girls take possession of a room is paid for by the occupant of the room.

While there is very little difference in the advantage derived from the location of the various rooms, some preferring one floor, some another, yet there is some difference in a few instances and the room rent has been scheduled so as to average these differences. It is our opinion, and an opinion formed after having our own rooms on the second floor of the hall ever since it was completed, January, 1898—that the third is preferable in every way to the second, unless it be in case of fire, and with fire escapes on every floor, and large hose, 60 feet in length, with enormous water pressure for preventatives from danger in this respect, there is little more danger on the third than on the second floor.



THIRD AVENUE ENTRANCE TO COLLEGE HALL

Two of the lady teachers have rooms on the third floor, three and the preceptress on the second, and the matron on the first floor.

ROOM-RENT

THIRD FLOOR. Rooms 2, 3, and 15 are rated at \$14.00 per term, two in a room (\$7.00 each). These rooms are 12x16 feet.

Room 1 is rated at \$18.00 per term, two in a room.

SECOND FLOOR. Rooms 21, 27, 28, 29, 31, 32 and 34 are all rated at \$14.00 each per term, two in a room (\$7.00 each person.) No. 21 is the lightest room in this list, but the partition separating it from the hallway does not extend to the ceiling, it being a section of the hallway cut off by a wood partition eight feet high. All these rooms are 12x16 feet.

Suite No. 17 and 18 is one of the most desirable in the house. It is rated at \$18.00 per term two in the suite or \$21.00 per term, three in the suite.

Suite 19 and 20 is rated at \$18.00 per term, two in the suite (\$9.00 each) or \$21.00 per term, three in the suite (\$7.00).

THIRD FLOOR. Rooms 41, 46, 47, 48, 49, 52, 56, 58, 59, 53 and 55 are all rated at \$13.00 per term, two in a room (\$6.50 each). These rooms are each 12x16 feet.

Suite 37 is rated at \$18.00 per term, two in the suite (\$9.00 each person), or \$19.50 per term, three in the suite (\$6.50 each). Rooms 42, 43 and 44 (three Nos. or doors to two rooms), may be used as a suite at \$18.00 for two, \$21.00 for three or \$26.00 for four, per term. Room 45 is rated at \$14.00 for two (\$7.00 each).

Suite Nos. 50 and 51 is rated at \$18.00 per term for two or \$19.50 for three. This suite has a large and airy bed room, a nice light work room with a beautiful view, and is immediately at the head of the east stair-case.

Room No. 54 is the S. E. corner room with two windows, fine view, exposed to the morning sun, and near the head of the staircase. It is rated at \$14.00 per term, two in the room (\$7.00 each).

Every room in the hall is thoroughly overhauled each summer—ceiling, floor, walls, windows and furniture thoroughly scrubbed, cleaned and fumigated.

Accordingly, on the opening of school each fall the hall is practically new from garrett to basement, inclusive.

ROOM-RENT NOT REFUNDED. There are always calls for more rooms than there are rooms to rent; accordingly some girls must be left out; and if a girl leave before a term closes, not only has some other girl who would, in all probability, have remained the entire term, been denied room in the hall, but should the state refund room-rent it would lose part of a term's rent when the other girl would likely have paid the full rent. And since the income for room-rent is *much* less than is necessary to keep the hall in order, the State is obliged to enforce a rule of this

kind to protect itself against the loss of needed funds.

All rooms are now furnished with single beds.

So numerous are calls for rooms during the last five years that to be sure of one a girl should engage her room sometime in advance of the opening of the term, and pay for same in advance. First paid for, first served is our rule.

No room is intended to accommodate fewer than two girls, and suites are expected to accommodate three.

CONTINGENT FEE

A "Contingent Fee" of \$2.00 per term is paid by all who enter the hall. It has been found that the contingent expenses of the hall have run behind more and more each year, hence in order to keep the hall in better repair and in better condition as a home, which means the employment of more service, the "Contingent Fee" is charged. This fee will not be refunded, but goes into the "Repair and Service Fund."

All damages done to building, furniture, fixtures, etc., will be paid for in full by the girl responsible therefor, and the amount thereof will be assessed by the treasurer and the preceptress.

The occupants of a room are responsible for the furniture and the condition of everything else in their own rooms, whether damage be done by them or some other, unless they make known the one who did the damage.

Sometimes girls leave water spigots open on leaving the bath-room. These cause overflow which seriously damage the rooms below. Such things result in damage from overflow of water. A fee of \$2.00 will be charged for every case of neglect. A fee of \$1.00 is charged in every case of leaving the laundry gas burning or the laundry spigots open. Carefulness in the use of another's property is an essential part of a student's training.

This carefulness should be observed especially in the following ways.

1. Economy in the use of lights. Common honesty toward the State would require that no lights be kept burning when not necessary, just as in domestic economy.

2. Care of furniture. All unnecessary breakage or destruction of property either in the school or in the hall should be studiously avoided.

3. Windows should always be closed when leaving the room, except when out for just a moment. No one knows when a rain storm will come up and rain dash in a window, ruin some furniture, and run through the floor, staining the ceiling below.

4. Caring for the walls, by refraining from driving nails therein or tacks, or in any way abusing them.

5. Window shades should always be left above a raised window to prevent the wind from threshing them about or the rain from soiling them.

Neglect of such things as enumerated above, or of any other feature of caring for the hall, will be paid for by the one or ones responsible

therefor, for there is no excuse for either careless or wilful neglect.

Room-rent, Contingent Fee, and Table Board are payable to Mrs. Kearn, matron. Room-rent and contingent fees are payable in advance per term, that is, at the opening of each term.

TABLE BOARD

All money paid in for board goes to defray the expenses of conducting the boarding department, including the employment of matrons, kitchen servants, and the purchase of food stuffs.

TABLE BOARD IS \$12.00 PER MONTH OF FOUR WEEKS, and is payable in advance to Mrs. Kearn, matron.

All correspondence concerning board, room, and other expenses in College Hall should be directed to—

MRS. NELLIE KEARN, Matron,
Marshall College,
Huntington, W. Va.

No deduction can be made in table board for a few days absence at the beginning or end of the term. Christmas and spring vacations are deducted as they come between terms; the Thanksgiving recess is not deducted as it comes during the fall term and expenses for service, &c., after once opening up for the term, are just the same and cannot be lessened until the end of the term.

Only severe illness will be regarded sufficient cause for deductions from table board and then absence of a week or more will be counted. Anything else simply encourages irregularities of attendance and unnecessary inconvenience in book-keeping.

Meals will be served in girls' rooms when the preceptress deems it a case worthy of such attention though this must be limited to cases of illness of such a nature as to require extra care.

College Hall as related to Marshall College, is, in no sense of the word, a boarding school, except so far as it is connected with a school and is for young ladies.

The purpose is, to make the hall, as nearly as possible, one big family, each as much interested as every other in caring for the building and furniture, each equally interested in pleasing every other member, and each equally interested in everything pertaining to the welfare of all, ready to obey because it is the proper thing to do, and most careful to do nothing that would bring pain or discomfort to any other.

Be it said to the credit of the young ladies of the hall, more and more do we note the emphasis placed upon a sense of honor in all matters pertaining to duty and to discipline. The feeling that it is a school family of young ladies, becomes more evident year by year. Only good, well-disposed, work-inclined girls are welcome here. Rich and poor receive exactly the same treatment. Not *who* they are, but *what* they are, decides how girls shall be received and treated.

GOVERNMENT

Beyond the expectation that the life of our students shall conform to the requirements of promptness and fidelity to duty, that they be, and act a lady at all times; that they exhibit that considerate regard for others which characterize refined womanhood, we have few fixed rules.

This does not mean, however, that the young women are absolutely without restriction.

The preceptress has the personal oversight of the students who reside in College Hall and such house regulations are enjoined as are considered necessary to good order and good habits, and for securing the best educational results.

A persistent disregard of these regulations will forfeit the student's right to the privileges of the hall.

Parents will please note the following:

I. If they send their daughters or others, for whom they are responsible here, they must send them *wholly* subject to our government, for while under our care we must decide what is best, and not they.

II. Young ladies do not receive callers at the Hall, except as the preceptress may deem correct. The frequent receptions and other attractive social features are under the supervision of the preceptress.

III. Study hours are from 2:00 to 4:00 p. m., and from 7:00, (7:30 in late spring) to 9:45, during which time no visiting is permitted. This is essential to good study.

IV. Leaving the grounds is by permission of the preceptress. We must know where the young ladies are if we are to be responsible for them.

V. Parents often give permission to their daughters to go out to spend the night *in the city or neighborhood*. This may seem a simple permission to them, but we who know the situation better than they, deem this very unwise, and such permissions cannot be granted. The daytime is long enough for city calls.

Sometimes a special invitation is extended by a lady friend living in an adjoining town or city or a more or less distant one, or in the country, perchance, to a young lady or ladies in the Hall, to visit her in her home. Such permissions depend upon the following conditions:

1. The parents' written permission sent the preceptress direct and not to the daughter.
2. The unreserved approval of both the preceptress and the president of the school.
3. The distance and the conveniences of travel to reach it.
4. Who extended the invitation and the circumstances attending it.
5. The time required and whether any school work will be sacrificed.
6. If young ladies live close to the city they are permitted to

go home somewhat often, provided they miss no lessons; but even this is not best, at least it is easily overdone.

Other regulations will be announced to students at the opening of each term, and at other times if needed.

We, therefore, very respectfully notify parents that when they send their daughters to the hall they must send them subject to the government of the hall; we can receive them on no other terms. If they wish special liberties granted their daughters we must know in advance what they are, for if they in any respect conflict with our hall government, they cannot be granted.

Every privilege consistent with the safety, culture, and education of young ladies is assured them and their parents in advance.

ADDITIONAL ROOMS

It having been found quite out of the question to accommodate all young ladies, who apply for rooms in College Hall, arrangements have been made with good families in the immediate vicinity of the college (none of them living more than half a block from the college grounds, practically all of them facing the grounds) for additional rooms where young ladies may be nicely housed in first class homes close enough to College Hall for their meals even in the worst of weather, and where the authorities of the Hall and of the school can keep in very close touch with them in case of sickness or other need of attention, additional to what their hostesses are expected to give them (and which they always cheerfully do.)

The following is a list of the rooms closest to the college, the location of each room in the city and in the home, the price of each per month and the names of the hostesses:

The prices given are for the entire room, per month. For example: A room at \$8.00 per month means that, whether one, two or more occupy the room, the total cost per month is \$8.00, and not \$8.00 per student (unless there be one student in it); if two in the room the cost to each is \$4.00 per month.

The addresses given below are all in good localities and are approved by the college authorities.

Mrs. F. A. Weider, 1644 Third Avenue.

two side rooms at\$8.00

Bath, with hot and cold water.

Mrs. C. P. Barger, 1630 Third Avenue:

One front room\$10.00

One front room 8.00

One suite—side and back room..... 15.00

One side room 8.00

One back room (one person)..... 4.00

Bath, with hot and cold water.

Mrs. T. J. Skeer, 1554 Third Avenue:
One front room 10.00

Bath conveniences.

Mrs. U. R. Gotshall, 1538 Third Avenue:
One side room \$8.00

Bath conveniences.

Mrs. A. W. Walcott, 1513 Third Avenue:
One front room \$ 7.00
One front room 4.00

Mrs. J. Gorsuch, 1677 Fifth Avenue:
One front room \$ 8.00
One front room 10.00
One side room 8.00
One side room 6.00

Bath conveniences.

Mrs. Maude Caldwell, 1667 Fifth Avenue:
One front room \$ 8.00
One front room (one person)..... 5.00
One side room 8.00
One first floor room 10.00

Bath conveniences..

Mrs. H. M. Ensign, 1607 Fifth Avenue:
One front room \$10.00
One front room 8.00
Three third floor single rooms at..... 5.00

Bath conveniences.

In the immediate vicinity of the college, just across Third Avenue, 16th Street, and College Avenue a number of new houses are being built as this catalogue is being written, in which additional new and convenient rooms will be ready by September 1st.

DIRECTIONS AND SUGGESTIONS

I. Trunks which are to come to College Hall should be carefully marked, either by having the name of the one whose goods it contains clearly stamped or written on it, or written on a card and the card carefully tacked to, or tied to, the trunk, and addressed clearly to,

Marshall College,
Huntington, W. Va.

Care College Hall.

II. If a young lady who has never been at the school has not written for some one to meet her at the station, or if the one who is to meet her happen to miss her at the station, she should promptly get in one of the taxicabs (autocabs) at the station and have the driver (chauffeur) bring her directly to the college, south entrance.

III. All young ladies should arrive the day before school opens, not on opening day, nor two or three days before opening, and especially, if at all avoidable, not after the opening day.

IMPROVEMENTS

During the summer vacation, 1911, arrangements have been made to have the following improvements made in College Hall:

I. Hard wood floors laid in the entire first floor hallways, and in the young ladies' parlor.

II. New toilet rooms on first floor.

III. All rooms freshly tinted and thoroughly cleaned and renovated.

IV. New steps at the north entrance.

This work will be completed before the September, 1911, opening. Don't forget the date of the September opening

WEDNESDAY

SEPTEMBER 13, 1911.

ARRIVAL DAY—TUESDAY, SEPTEMBER 12.

A

CHEERY, HEARTY

WELCOME

BUILDINGS AND GROUNDS

1. BUILDINGS

These are located in the center of the school grounds on an elevation of about 20 feet above the surrounding streets, overlooking the entire campus, a good portion of the city, the Ohio hills on the north, and the West Virginia hills on the South.

Our school edifice now consists of a series of five buildings solidly connected, a continuous hallway extending from one end to the other.

The buildings have their main frontage on Third Avenue and on Sixteenth street.

The Third avenue or north frontage is about 400 feet in length, and faces the Ohio river, two blocks distant, the Ohio hills looming up beyond.

The Sixteenth street or west frontage is 140 feet in length, facing the main part of the city.

The secondary frontages are the Fifth avenue, or south front, 400 feet, and the Seventeenth street or east front, 55 feet.

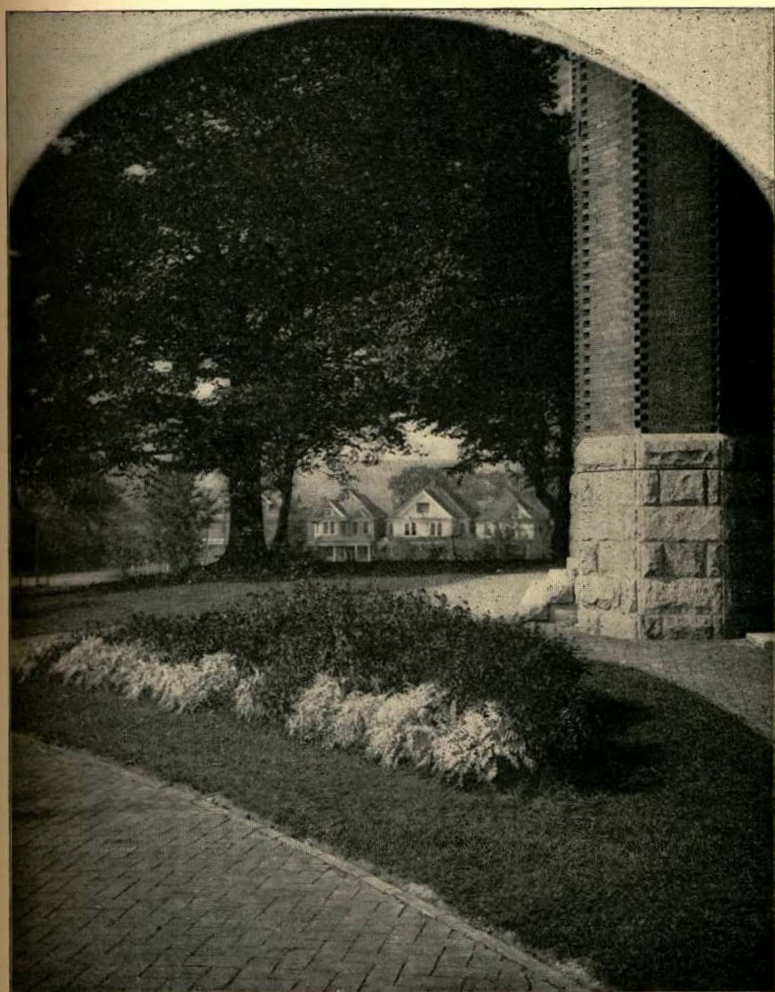
The two eastern sections of the buildings, composed of three wings, 26x55 feet, 40x70 feet, and 40x73 feet, compose the ladies dormitory sections, known as College Hall. Between these and other sections there is a heavy brick wall with no openings in it above the first floor.

The three western sections are given up exclusively to school purposes. These are; respectively, beginning with the most eastern, 70x78, 55x84, and 101x140 feet. All have been built since 1897, one excepted, and that one was thoroughly overhauled inside and out in 1899, thus making the entire series new and up to date in their appointments.

2. GROUNDS

The school grounds, located between Third avenue on the north and College avenue on the south, and between Sixteenth street on the west and Seventeenth street on the east, two city blocks in length and one and one-half blocks in width, contain 16 acres of land, for which nature has done much toward adapting them for the purpose for which they have been appropriated.

Paralleling the longer idmensions of the grounds, (the eastern-



AT THE 160th ST. ENTRANCE

western dimensions,) and but two city blocks to the north, is the Ohio river; one block nearer on the same side is the B. & O. Railway, and bounding the northern front is Third avenue, 100 feet wide, on which is the Ohio Valley Electric Railway, connecting the college with all parts of the city, with Guyandotte four miles to the east, Ceredo eight miles west, Kenova ten miles, Catlettsburg, Ky., twelve miles, Clyffside Park, with its beautiful groves and lake, fourteen miles, Ashland, sixteen miles, and Ironton, Ohio, twenty-one miles west, students from which centers and from the intermediate smaller towns landing from this railway at the northern gate of the college. This electric line brings Marshall College in immediate connection with the homes of about 75,000 people.

To the oposite side of the grounds, (the Fifth avenue, or south side), three blocks distant, is the C. & O. Railway, and one block distant is the Sixth avenue branch of the Ohio Valley Electric Railway.

STUDENT ORGANIZATIONS

LITERARY

THE VIRGINIA LITERARY SOCIETY.

This society has its own hall, 36x52 feet, handsomely finished and well furnished.

THE EROSOPHIAN LITERARY SOCIETY.

This society has its own hall and has it handsomely finished, carpeted and furnished.

THE OUTLOOK DEBATING CLUB.

This club is for young men only.

THE CICERONIAN DEBATING CLUB.

This club is also exclusively for young men.

THE DEMOSTHENIAN CLUB.

See under Department of Expression.

THE ZETA RHO EPSILON CLUB

This club is for both sexes.

PHYSICAL CULTURE CLUB.

See under Department of Expression.

DIE DEUTSCHE GESELLSCHAFT.

This also is for both sexes.

THE DRAMATIC CLUB.

This club is a feature of the work in the Department of Expression and is for both sexes.

RELIGIOUS

THE Y. M. C. A. AND THE Y. W. C. A.

These organizations have their own hall, 36x41 feet, handsomely finished and furnished, well carpeted, and equipped with a new piano.

ATHLETICS

Gradually the means for developing a proper athletic spirit among the students are being placed within reach of those responsible for progress in this line.

An athletic fee of 75 cents per term, (\$3.00 per year) is now charged and is collected as a part of the term enrollment fee. This fee not only insures a very substantial income for the athletic fund, but it entitles each student to a ticket of free admission to all athletic games and contests, thus encouraging a much more extensive and enthusiastic athletic spirit, since the vast majority are now in sympathetic touch with athletic sports and games.

The athletic field is fenced, gated, and officered, thus providing from gate receipts from outsiders (an additional substantial income) and giving atone of genuine athletic spirit to all forms of sports and games on the field.

A grand stand has been erected which not only accommodates those sensitive to rain, storm and sunshine, but provides an additional income.

The association has been much more effectively organized and more efficiently officered from year to year, thus assuring better business methods.

The officers of the Athletic Association for the year 1910-11 were:

Director of Athletics, Boyd B. Chambers.

President, Floyd M. Cornwell.

Vice President, B. H. Hildreth.

Secretary-treasurer, Grace Felton.

General Manager, V. H. Halstead.

Assistant General Manager, George M. Lyon

Manager Football Team, B. Hildreth

Manager Basket-ball Team, Robert B. England.

Manager Baseball Team, H. Fay Amos.

Manager Track Team, George M. Lyon.

The season's (1910) record in football was:

Charleston	0
Marshall	28
W. Va. Wesleyan	5
Marshall	0
Morris Harvey	0
Marshall	0
Kentucky Wesleyan	0
Marshall	40
Davis-Elkins	3
Marshall	6

Morris Harvey	6
Marshall	8
Totals—	
Opponents	14
Marshall	91
The season's (1911) record in baseball was:	
Huntington (Mountain tSate League)	1
Marshall College	2
Huntington (Mountain State League)	7
Marshall College	5
Montgomery (Mountain State League)	3
Marshall College	2
Montgomery (Mountain State League)	7
Marshall College	1
West Virginia University	3
Marshall College	1
Fairmont State Normal	3
Marshall College	8.
West Virginia Wesleyan	1
Marshall College	2
Marietta College	4
Marshall College	10
Marietta College	1
Marshall College	9
West Virginia University	2
Marshall College	0
Kentucky Wesleyan	0
Marshall College	17
Kentucky Wesleyan	7
Marshall College	6
Marshall College Alumni	8
Marshall College	9

The "Athletic Carnival" for the year 1912 will be held on the 22nd, 23d, and 24th of February, 1912. This carnival was a feature of the Athletic Association for the year 1911, clearing the Association about \$300.

ALUMNI ORATORICAL CONTEST

The class of 1908 offers an annual cash prize of \$20 to be given the successful competitor in an oratorical contest which is a part of the annual commencement programme.

This is an altogether commendable thing on the part of the class, and will, we doubt not, from year to year, create more and more enthusiasm in this worthy line of effort among the student body. The three competitors for 1911 are:

O. P. Lambert,

C. F. Hull,

and
Milton Musgrave

LECTURE COURSE

SESSION 1911-'12

The following compose the regular lecture course for the session of 1911-'12:

1. The Le Brun Grand Opera Quartet.
2. The Aida Quartet.
3. Hon. Champ Clark, of Missouri.
4. Ex-Governor Curtis Guild, of Massachusetts.
5. Ex-Senator Frank J. Cannon, of Utah.
6. Ex-Governor E. W. Hoch, of Kansas.

Since the course was made up Governor Guild has been appointed to a foreign ambassadorship, hence will hardly be able to fill his appointment here but an equally good number will be substituted in case Mr. Guild cannot come.

SUGGESTIONS

1. Come the *full year* if possible.
2. Get acquainted with the best students.
3. Join one of the literary organizations within the first month after entering.
4. Take part, and take part earnestly and enthusiastically, in all the students' exercises approved by the faculty.
5. Good study means a good appetite, a good appetite means a clear head and a warm heart. In order to have the appetite one *must* exercise at least "one hour" each afternoon and exercise vigorously.
6. Take *plenty* of exercise and take it between 2 and 7:30 p. m., sometime; not earlier, not later.
7. Take part in athletics. It pays the school to have hearty, vigorous students, and it pays the students.

8. Take a full course if you can. It means much to *complete* things.

9. Enter on the opening day and remain till the term has closed, if possible.

10. Less than *four solid hours'* study per day means poor work; *four* should be a minimum, *six* a maximum. This does not include recitation hours.

11. Never go off and leave your books lying in the study hall or anywhere else about the building. They are not too heavy to carry with you, or should not be. The school cannot be responsible for losses thus incurred.

12. Use the library as much as possible. There is no more valuable opportunity for young persons offered here than the excellent list of periodicals and the collection of books in the library.

13. Do not hesitate to come to school because you are out of your teens or twenties or thirties even. If we had our preference we should have no one graduate under 21. It is much easier to find them good positions when mature. Every year we enroll students who are married, who realize that when an education is needed there is no age limit.

14. *Make your school your home.* Treat it as your home and it will so treat you. You will be received just as you receive others, loved just as you love others. Be loyal to your school and your teachers and help make the school a part of yourself as well as yourself a part of your school. Let your motto be: "I'll do everything in my power to make the school glad I am a part of it and myself glad that it is a part of me."

15. If any one wants information not given in this catalogue write for it and answer will promptly be made.

16. Every student who handles his own money should either deposit nearly all of it in his home bank before leaving home, then pay his bills by checks, or should, on arriving here, draw a check on his home bank for the amount needed for the term, at least for some time, deposit the check in a Huntington bank and pay his bills by check thereon or by drawing out small amounts by check as he needs cash. This not only is safer than carrying one's money about in one's pocket or having it locked in one's trunk, it is more businesslike and usually teaches economy by having a balance statement of one's capital before one's eyes every time one draws a check.

17. Appointments by county superintendents are no longer essential. Pack the grip or trunk, come, and stay till you graduate.

GRADUATES

Since Marshall College became a state school 862 young men and women have been graduated from the various courses of study offered in the school, as follows:

Year	Males	Females	Total
1870	3	1	4
1871	3	6	9
1872	4	7	11
1873	8	1	9
1874	0	0	0
1875	5	9	14
1876	8	7	15
1877	5	9	14
1878	4	4	8
1879	5	5	10
1880	6	9	15
1881	0	0	0
1882	2	2	4
1883	1	3	4
1884	4	4	8
1885	4	4	8
1886	7	8	15
1887	2	4	6
1888	3	9	12
1889	3	6	9
1890	1	5	6
1891	2	5	7
1892	3	5	8
1893	4	6	10
1894	0	5	5
1895	0	7	7
1896	5	12	17
1897	9	10	19
1898	3	9	12
1899	3	8	11
1900	7	13	20
1901	15	9	24
1902	12	20	32
1903	4	9	13
1904	18	22	40
1905	12	10	22
1906	21	22	43
1907	29	48	77
1908	24	50	74
1909	24	42	66
1910	34	57	91
1911	20	69	89
Totals	327	535	862

-In spite of the greatly increased numbers in the graduating classes of late years the demand for teachers trained in this school increases more rapidly than the school can supply them. Every available member of the class of 1910, a class of 91 members, was "picked up" by the cities, towns, and better paying rural districts very soon after commencement, and "no" had to be returned to a number of calls for principals, and a much larger number of calls for teachers in the cities, towns, and rural districts of this state, to say nothing of calls from several other states, Ohio, Oregon, Washington, Virginia, Tennessee, Mississippi, Kentucky.

NAMES

Graduate Students

Beswick, Addie	Huntington, W. Va.
Beuhring, Raymond Lee	Huntington, W. Va.
Fischbach, Flora	Huntington, W. Va.
Fox, St. Elmo	Huntington, W. Va.
Reed, Mary	Huntington, W. Va.
Tufts, Helen	Huntington, W. Va.
Witten, Susan	Witten, Ohio
Wright, Goldie Bias	Huntington, W. Va.

Graduating Class, 1911

Albert, Arthur Clinton	Dorr, W. Va.
Allen, Virginia	Ravenswood, W. Va.
Amos, Howard Fay	Baxter, W. Va.
Ankrom, Jessie	Alma, W. Va.
Backus, Lenore Susan	Oak Hill, W. Va.
Bailey, Oscar Charlton	Rock, W. Va.
Baldwin, Addie Beryl	Huntington, W. Va.
Baumgardner, Garnet	Milton, W. Va.
Beswilck, Addie	Huntington, W. Va.
Bird, Grace	Martinsburg, W. Va.
Bonham, Edna	Abingdon, Va.
Brandebury, Helen Gertrude	Huntington, W. Va.
Brockmyer, Werneth	Huntington, W. Va.
Burdette, Gertrude	Point Pleasant, W. Va.
Carter, Helena	Huntington, W. Va.
Caton, Nina Alberta	Huntington, W. Va.
Cavendish, Fred Clinton	Ramsey, W. Va.
Cobb, Alta Frances	Mercer's Bottom, W. Va.
Cobb, Lillie	Mercer's Bottom, W. Va.
Collins, Eva Clare	Thacker, W. Va.
Cook, Violet Fae	Beckley, W. Va.
Cooney, Marcella Dorothy	Alvy, W. Va.
Corbly, Agnes	Huntington, W. Va.
Cox, Ernest Eudorus	Huntington, W. Va.
Cundiff, Ann Elizabeth	Huntington, W. Va.
Cyrus, Carrie Gray	Kenova, W. Va.
Dillon, Lake Erie	Huntington, W. Va.
Dixon, Grace Elizabeth	Huntington, W. Va.
Dorsey, Ervin	Bruce, W. Va.

Dotson, Glenna Olive	St. Mary's, W. Va.
Evans, Thomas Everett	Huntington, W. Va.
Felton, Minnie Elizabeth	Philippi, W. Va.
Fidler, Raymond Elmore	Harrisville, W. Va.
Fischback, Flora Carr	Huntington, W. Va.
Flesher, Ethel Murty	St. Mary's W. Va.
Freeman, Valery	Huntington, W. Va.
Garrison, Josephine Carlee	Guyandotte, W. Va.
Gibson, Goldie	Huntington, W. Va.
Gordon, Isabelle Turney	Huntington, W. Va.
Groves, Zella Imogene	Huntington, W. Va.
Harvey, Mary Elizabeth	Oak Hill, W. Va.
Hayslip, Leland	Huntington, W. Va.
Hearholzer, Margaret	Huntington, W. Va.
Holt, Merle	Kenova, W. Va.
Howard, Ida Florence	Pt. Pleasant, W. Va.
Huddleston, Willa	Oak Hill, W. Va.
Hypes, George William	Poe, W. Va.
Johnson, Marinda	Malden, W. Va.
Johnston, Olive	Bluefield, W. Va.
Kenney, Grace Marie	Huntington, W. Va.
Kerr, Marguerite	Huntington, W. Va.
Lewis, Lucie Geraldine	Mason City, W. Va.
Loeb, Edward Hirsch	Huntington, W. Va.
McCorkle, Mary Louise	Meridian, Miss.
McCullogh, Ruth	Huntington, W. Va.
Mackenzie, Caddie	Huntington, W. Va.
Mackenzie, Laura	Huntington, W. Va.
Mankin, Affa M.	Oak Hill, W. Va.
Mankin, Vera	Oak Hill, W. Va.
Marra, Aubrey Ridgway	Huntington, W. Va.
Millender, Florence Elizabeth	Louisa, Ky.
Miskimins, Margaret M.	New Martinsville, W. Va.
Morrow, Ruth Virginia	Huntington, W. Va.
Musgrave, Ervin Milton	Wick, W. Va.
Normon, John Edward	Kenova, W. Va.
Orth, Christina	Charleston, W. Va.
Parker, Ethel Maude	Milton, W. Va.
Peck, Margaret	Hinton, W. Va.
Pritchard, Elizabeth Thomas	Bramwell, W. Va.
Ritz, Kathryn Alva	Bluefield, W. Va.
Scott, Inva Ione	Ashland, Ky.
Steele, Eva Bell	Pickaway, W. Va.
Turley, Basil	Ona, W. Va.
Wakefield, Gladys	Huntington, W. Va.
Walker, Silas	Triplett, W. Va.

Watson, Bess Velma	Whipple, W. Va.
Watson, Etta Mae	Ben's Run, W. Va.
Watters, Charles Edward	Huntington, W. Va.
Webb, Frances M.	Guyandotte, W. Va.
Weltner, Fred Paul	Brandonville, W. Va.
Whitman, Katie	Bromhurst, W. Va.
Wiley, Roscoe Conkling	Huntington, W. Va.
Williams, Price	Moundsville, W. Va.
Wilson, Isabella Chilton	Arbuckle, W. Va.
Witten, Susan	Witten, O.
Wolfe, Ruth Olive	Ravenswood, W. Va.
Wright, Goldie Bias	Huntington, W. Va.

MUSIC DEPARTMENT

Huey, Bess A.	Ravenswood, W. Va.
--------------------	--------------------

EXPRESSION DEPARTMENT

Glick, Sara J.	Huntington, W. Va.
---------------------	--------------------

Junior Class

Aliff, Jeter	St. Albans, W. Va.
Andrews, Ralph Nelson	Huntington, W. Va.
Baber, Mrs. Matie Pansy.....	Huntington, W. Va.
Bailey, Tracy	Huntington, W. Va.
Banks, Franklin R.	Huntington, W. Va.
Bishop, Monad Atkinson	Spencer, W. Va.
Bloss, Jennie Alice	Huntington, W. Va.
Boggs, Samuel Davies	Catlettsburg, Ky.
Brinker, George Stanley	Letart, W. Va.
Bunch, Margaret	Guyandotte, W. Va.
Caldwell, James Lewis, Jr.....	Huntington, W. Va.
Callaway, Hila Edith	Marshes, W. Va.
Callaway, Lucie Isabelle	Huntington, W. Va.
Campbell, Oscar King	Catlettsburg, Ky.
Carder, Agnes Sidney	Huntington, W. Va.
Chambers, Bernard B.	Damron, W. Va.
Coffman, Maybel	Fort Springs, W. Va.
Cornwell, Floyd Monroe	Thornton, W. Va.
Cullen, John Burchard	Letart, W. Va.
Dassonville, Verna V.	Spring Ckeek, W. Va.
Davis, Ada Marie	Huntington, W. Va.
Dillon, C. B.	Huntington, W. Va.
England, Robert Bee	Lindside, W. Va.

Errett, Willa Ethel	Mercer's Bottom, W. Va.
Farmer, John Dunn	Bolt, W. Va.
Ferguson, Charles Wesley	Wayne, W. Va.
Fortney, Lillian Belle	Dola, W. Va.
Fulks, Garret Eva	Huntington, W. Va.
Garrett, Joesph Smith	Wayne, W. Va.
Gibson, Lewis O.	Huntington, W. Va.
Good, Vida Fern	War Eagle, W. Va.
Gwinn, Lulu Ann	Porter, W. Va.
Hagen, Julian Lamar	Huntington, W. Va.
Halstead, Lettie Lena	Huntington, W. Va.
Hannah, Mary Florence	Yelk, W. Va.
Hersey, Rexford B.	Guyandotte, W. Va.
Hildreth, Benjamin Harrison	Triplett, W. Va.
Hockaday, William James	Greenup, Ky.
Honaker, Mamie	Scarbro, W. Va.
Jones, Edith Agnes	Wolf Creek, W. Va.
Lambert, Oscar Parmenas	Pennsboro, W. Va.
Lee, Margaret Virginia	West Milford, W. Va.
Lefkowitz, Allen Melvin.....	Huntington, W. Va.
Lilly, Tracy Cyrus	Blucfield, W. Va.
Love, Anna Virginia	Ona, W. Va.
Lowry, Ben H.	Catlettsburg, Ky.
Lyon, George Marshall	Huntington, W. Va.
McCann, Erma Thelma	Hurricane, W. Va.
McColm, Nellie Kirker	Huntington, W. Va.
McCormick, Gladys	Huntington, W. Va.
McGuire, Jean Elizabeth	Riley, W. Va.
McLaughlin, Minor	Huntington, W. Va.
Miller, Clyde Homer	Union, W. Va.
Morrow, George Luther	Huntington, W. Va.
Odell, George	Huntington, W. Va.
Painter, Ocie Katherine	Roseville, W. Va.
Powell, Irma Rita	Huntington, W. Va.
Rake, Jack D.	Duncan, W. Va.
Reser, Nellie Elizabeth	Huntington, W. Va.
Roberts, Hazel Lena	Huntington, W. Va.
Robinson, Howard Lee	Mt. Clare, W. Va.
Rogers, Melda Ann	Charleston, W. Va.
Rousey, Heath Carr	Huntington, W. Va.
Sample, Emma Dixie	Huntington, W. Va.
Shirkey, Sadie Catherine	Malden, W. Va.
Smith, Robin	Huntington, W. Va.
Stark, Andrew Reed	Huntington, W. Va.
Strickling, Charles William	Huntington, W. Va.
Taft, Charlotte Lee	Huntington, W. Va.

Talley, Earl Preston	Huntington, W. Va.
Taylor, Bertha Armenta	Huntington, W. Va.
Tyler, Virginia McLean	Spilman, W. Va.
Wall, Thomas Henry	Huntington, W. Va.
Watters, Myrtilla Virginia	Huntington, W. Va.
Whieldon, Harold Dodge	Huntington, W. Va.
Whiting, Olive Henrietta	Sistersville, W. Va.
Williamson, Everett Nelson	Friendly, W. Va.
Williamson, Lida Catherine	Huntington, W. Va.
Wilson, Beula Evelyn	New Richmond, W. Va.
Yates, Wellington	Huntington, W. Va.

Unclassified, Sophomore and Freshman Classes

Adams, Delila	Sutton, W. Va.
Adkins, Boyd Franklin	White's Creek, W. Va.
Adkins, Edwin R.	Midkiff, W. Va.
Adkins, Graver Edwin	Winslow, W. Va.
Adkins, Roy D.	Midkiff, W. Va.
Amick, Richard W.	Richwood, W. Va.
Amick, Will H.	Richwood, W. Va.
Anderson, Frank	Asberry, W. Va.
Anderson, Lucile	Huntington, W. Va.
Anderson, Mabel	Huntington, W. Va.
Anderson, Newman Edward	Asberry, W. Va.
Archer, John Blazaer	Beale, W. Va.
Ash, Cora	Rush Run, W. Va.
Atkinson, Nannie	Proctorville, W. Va.
Austin, Alissa Alice	Henderson, W. Va.
Atkins, Mattie Vivian	Huntington, W. Va.
Bailey, Fred	Huntington, W. Va.
Bailes, J. E.	Zela, W. Va.
Bailey, Homer	Huntington, W. Va.
Bailey, Laura	Sistersville, W. Va.
Bailey, Mary	Huntington, W. Va.
Ball, Andrew Robinson	Frazier's Bottom, W. Va.
Ballard, McKinley	Huntington, W. Va.
Ballard, Clarence M.	Huntington, W. Va.
Banks, Charline	Huntington, W. Va.
Barbour, Delbert	Lavalette, W. Va.
Barbour, Elizabeth	Lavalette, W. Va.
Bartels, Mary Elizabeth	Torchlight, Ky:
Barton, Eula Goldie	Charleston, W. Va.
Barton, Lillian	Huntington, W. Va.
Bearss, Omar E.	Guyandotte, W. Va.
Bee, Willard Edward	West Fork, W. Va.

Bell, Edna J.	Huntington, W. Va.
Benedict, Hubert L.	Hurricane, W. Va.
Bent, Ila	Huntington, W. Va.
Biern, Samuel	Huntington, W. Va.
Bird, Robert Lee	Wellford, W. Va.
Blackwood, John T.	Milton, W. Va.
Blake, Densil	Scarbrow, W. Va.
Blake, Shirley	Scarbrow, W. Va.
Blanton, John M.	Huntington, W. Va.
Blanton, Nannie	Huntington, W. Va.
Blazer, Oretta Veturia	Winona, W. Va.
Blazer, Oscar	Winona, W. Va.
Bledsoe, John James	Milton, W. Va.
Bobbitt, John Vernon	Lansing, W. Va.
Booth, Charles Edward	Byrnside, W. Va.
Brinker, Fred L.	Huntington, W. Va.
Broh, Evelyn M.	Huntington, W. Va.
Brode, Linden	Huntington, W. Va.
Bryan, George H.	Glenwood, W. Va.
Bryan, Haidee	Milton, W. Va.
Burgess, Adena C.	Easy, W. Va.
Burgess, Elsie	Easy, W. Va.
Burgess, Emory G.	Easy, W. Va.
Burk, Ethel May	Prichard, W. Va.
Burkheimer, Harry	Huntington, W. Va.
Burns, Julia Ann	Huntington, W. Va.
Butler, Kentworth Hershhal	Glenwood, W. Va.
Butler, Lelia	Glenwood, W. Va.
Byns, Mollie Frances	Huntington, W. Va.
Caldwell, Smith	Huntington, W. Va.
Calkins, Gladys	Huntington, W. Va.
Calkins, Katherine	Huntington, W. Va.
Callard, Carl Ellis	Huntington, W. Va.
Callard, Colon Cecil	Huntington, W. Va.
Callison, Hayward C.	Huntington, W. Va.
Callison, Lester M.	Craigsville, W. Va.
Canterbury, Ora	Turtle Creek, W. Va.
Cassell, Rachel Elizabeth	Wanless, W. Va.
Casey, Anna Louis	Camden, W. Va.
Cavendish, Virginia Grace	Huntington, W. Va.
Chambers, Cush C.	Peck's Mill, W. Va.
Childers, Charles Ross	Uno, W. Va.
Childers, Hattie	Huntington, W. Va.
Christian, Walter V.	Huntington, W. Va.
Church, Clarence B.	Littleton, W. Va.
Clark, Amy Louise	Athalia, Ohio

Clark, Helen	Huntington, W. Va.
Clark, Isabelle Laird	Huntington, W. Va.
Clark, Mabel Harriet	Athalia, O.
Clark, Maragaret Addie	Huntington, W. Va.
Clark, Sylvia	Huntington, W. Va.
Claypool, Ella	Huntington, W. Va.
Cleavenger, Virginia	Flemington, W. Va.
Cloud, Ruth Maude	Pemberton, W. Va.
Cobb, Elma Ruth	Mercer's Bottom, W. Va.
Coffman, Harry Lewis	Fort Spring, W. Va.
Coffield, Clarence Martin	Wileyville, W. Va.
Cokeley, Harlin Rex	Harrisville, W. Va.
Cole, George Clinton	Huntington, W. Va.
Colley, Harold T.	Huntington, W. Va.
Collins, Edna Jane	Thacker, W. Va.
Compton, Macil	Huntington, W. Va.
Cook, Bernard Hubert	Huntington, W. Va.
Cook, Merla	Huntington, W. Va.
Cook, M. F.	
Cooney, Helen	Alvy, W. Va.
Cooper, Earl H.	Huntington, W. Va.
Cottle, Addie	Huntington, W. Va.
Cox, Howard E.	Huntington, W. Va.
Cox, Lloyd Edgar	Gay, W. Va.
Crotty, Eva Lane	Dawson, W. Va.
Crow, Agnes	Willow Grove, W. Va.
Cummings, Genevieve	Guyandotte, W. Va.
Cundiff, William	Huntington, W. Va.
Curnutt, Delbert Edgar	Huntington, W. Va.
Cyrus, John	Kenova, W. Va.
Darnell, Mabel Noma	Walker, W. Va.
Davidson, Clarence Morris	Chesapeake, Ohio
Davis, Henry Arthur	Cairo, W. Va.
Davis, Vera Fay	Huntington, W. Va.
Davis, Vergie E.	Huntington, W. Va.
Dearman, Delphia	Reedy, W. Va.
Dearman, Orus W.	Reedy, W. Va.
Deering, J. O.	McDonald, W. Va.
Deitz, Ernest Edgar	Mulvane, W. Va.
Dickey, Margie Lee	Huntington, W. Va.
Dickinson, Genevieve T.	Queen's Ridge, W. Va.
Diehl, Irvin	Huntington, W. Va.
Dixon, Ruhama Elizabeth	Huntington, W. Va.
Doolittle, Mac	Huntington, W. Va.
Dorsey, Wiley J.	Pearl, W. Va.
Dowdy, Guy	Hunter's Springs, W. Va.

Dunkle, Paul Laoren	Guyandotte, W. Va.
Dunkle, Teddy Eldridge	Lavalette, W. Va.
Dunn, William Spurgeon	Sophia, W. Va.
Dusenberry, Virginia Anna	Guyandotte, W. Va.
Echols, Eva	Danville, W. Va.
Edler, Earl	Fayetteville, W. Va.
Edler, Pearl	Fayetteville, W. Va.
Elliott, Charles E.	Hartley, W. Va.
Ellis, Bertine	Letart, W. Va.
Ellis, Myrtle	
Ennis, Lillie May	Fire Creek, W. Va.
Ennis, William Irving	Fire Creek, W. Va.
Enochs, John	Wayne, W. Va.
Faber, Hauntie Haden	Young, W. Va.
Faber, Linnie	Young, W. Va.
Fair, Rhoda Lucile	Cameron, W. Va.
Fair, Roscoe	Cameron, W. Va.
Farrar, Goldsley	Huntington, W. Va.
Faulconer, Roy	Huntington, W. Va.
Feeney, Cecil F.	Roanoke, W. Va.
Ferguson, Arthur Samuel	South Point, W. Va.
Ferguson, John Wallace	Ferguson, W. Va.
Ferguson, Josephus B.	Spencer, W. Va.
Ferguson, Lillian	Huntington, W. Va.
Ferguson, Roy Basil	Dickson, W. Va.
Ferguson, Sampuel James	Wayne, W. Va.
Ferris, Garnet P.	Huntington, W. Va.
Fetterrolf Myrtle Marie	Walton, W. Va.
Finley, Elijah Earl	Rush, Ky.
Fish, Clarence Lee	Plymouth, W. Va.
Fleshman, Fred	Huntington, W. Va.
Fortney, Blanche	Dola, W. Va.
Fowler, Mildred M.	Huntington, W. Va.
Fox, Carrie	Crickmer, W. Va.
Frampton, Charlie E.	Huntington, W. Va.
Frazier, David Walter	Wayne, W. Va.
Freutel, Frederick	Guyandotte, W. Va.
Fry, Maude Evelyn	Huntington, W. Va.
Gallagher, Helen G.	North Fork, W. Va.
Galliher, Avis M.	Huntington, W. Va.
Gallaher, Ethel	Huntington, W. Va.
Gallaspie, James Owen	Byrnside, W. Va.
Galliher, Vergie Lee	Chesapeake, Ohio
Garland, James Vincent	Huntington, W. Va.
Garred, Nelle	Huntington, W. Va.
Garrett, Fred McClure	Wayne, W. Va.

Gaston, Nelle	Jane Lew, W. Va.
Gearhart, Josephine	Ceredo, W. Va.
Geiger, John Walker	Huntington, W. Va.
George, Eva Mae	Beckley, W. Va.
Gibson, Donald M.	Huntington, W. Va.
Glass, Anna Mabel	Sissonville, W. Va.
Good, Thomas Edison	St. Albans, W. Va.
Grass, Verna Pearl	Green Bottom, W. Va.
Griffith, Zoma	Danville, W. Va.
Grimmett, Basil Guy	Buck, W. Va.
Grose, Ethel	Fayetteville, W. Va.
Grose, Georgie	Fayetteville, W. Va.
Groves, Andrew Harris	Ophelia, W. Va.
Hackney, Orville	Walton, W. Va.
Hagan, William F.	Huntington, W. Va.
Hainor, Pearl	Huntington, W. Va.
Hale, Janie B.	Green Sulphur Springs, W. Va.
Halstead, Daisy Lilian	Huntington, W. Va.
Halstead, Velper Herbert	Ramsey, W. Va.
Hamilton, Frances	Huntington, W. Va.
Hammond, Lillie	West Union, W. Va.
Hannaman, Carrie	Lock Seven, W. Va.
Hannan, Mary	Huntington, W. Va.
Harris Fred	Graux, W. Va.
Harris, J. B., Jr.	Huntington, W. Va.
Harris Russie Lee	Guyandotte, W. Va.
Harrison, Gertrude Elma	Milton, W. Va.
Harrold, Hazel	Huntington, W. Va.
Hartley, Ruth	Liverpool, W. Va.
Hatfield, Dan Sam	Eventon, W. Va.
Haynes, Louise	Huntington, W. Va.
Heller, Edward J.	Barboursville, W. Va.
Helmick, Roy J.	Chesapeake, Ohio
Henry, Elizabeth	Grassy Meadows, W. Va.
Hensley, Margaret B.	Huntington, W. Va.
Hewitt, Marjorie Lina	Huntington, W. Va.
Hicks, Earl	Littleburg, W. Va.
Hicks, John Luther	Littleburg, W. Va.
Hicks, Walton	Littleburg, W. Va.
Higgins, Hugh	Sandyville, W. Va.
Hill, Carrie	Charleston, W. Va.
Hill, Mary Lee	Huntington, W. Va.
Hill, Oliver Farra r.	Victor, W. V a.
Hite, W. R.	Huntington, W. Va.
Holland, Myriam	Huntington, W. Va.
Hollandsworth, Charlie R.	Cranberry, W. Va.

Holloway, Clyde G.	Huntington, W. Va.
Honaker, Bessie	Colcord, W. Va.
Honaker, Marshie	Scarbro, W. Va.
Hull, Clawnie F.	Athalia, Ohio
Hoover, Myrtle	Lobelia, W. Va.
Hunt, Chauncey M.	Mattie, W. Va.
Hunter, Beda	Lavalette, W. Va.
Hunter, Grover	Lavalette, W. Va.
Hypes, J. Q.	Poe, W. Va.
Jackson, Corum Benton	Huntington, W. Va.
Jamotton, Aline	Eckman, W. Va.
Johnson, Burus M.	Huntington, W. Va.
Johnston, Edmond Valentine	Huntington, W. Va.
Jolley, Mamie May	Frazier's Bottom, W. Va.
Jones, Edward	Huntington, W. Va.
Jones, Lawrence	Huntington, W. Va.
Jones, Thomas Selden	Huntington, W. Va.
Kearn, Aldice J.	Hartford, Conn.
Keenan, E. Burke	Sparks, W. Va.
Keeney, Nettie	Odessa, W. Va.
Kendle, Clay Wilkins	Huntington, W. Va.
Kenney, Catherine Margaret	Huntington, W. Va.
Keyser, Nelle	Bowen, W. Va.
Killingsworth, Arden G.	Marlinton, W. Va.
Knight, Maggie F.	Claremont, W. Va.
Kouns, Lewis Emmett	North Kenova, O.
LaBarre, Gilette	Sistersville, W. Va.
Lambert, Henry Samuel	Wayne, W. Va.
Lambert, Herma Louise	Wayne, W. Va.
Lane, Benjamin Harrison	Huntington, W. Va.
Lattimer, Jessie L.	Liverpool, W. Va.
Lawrence, Everett V.	Henderson, W. Va.
Lear, Irma Ruth	Huntington, W. Va.
Legg, Bertha	Clifty, W. Va.
Leonhart, James Chancellor	Huntington, W. Va.
LeSage, Lucile F.	LeSage, W. Va.
LeSage, Ruth Marie	LeSage, W. Va.
Lester, Elva Roy	Reedy, W. Va.
Lintecum, Lulu M.	Huntington, W. Va.
Livezey, Jesse P.	Ashton, W. Va.
Lotts, Waldo S.	Pembroke, W. Va.
Love, Ruth Dundas	Huntington, W. Va.
Lowry, Elmer F.	Springdale, W. Va.
McCollum, Guy Dana	Cairo, W. Va.
Mace, Guelma Marie	Huntington, W. Va.
McGinnis, John W.	Ellenboro, W. Va.

McGuire, Ethel	Riley, W. Va.
McKeener, Lynette	Huntersville, W. Va.
McKinley, Thomas Holley	Reedy, W. Va.
McNeer, Bessie	Huntington, W. Va.
McNeil, Ennis Richmond	Ashton, W. Va.
McVey, Carl Evert	Victor, W. Va.
McVey, Clarence O.	Victor, W. Va.
Malcolm, Mary Josephine	Kenova, W. Va.
Mansfield, Millard	Grosvenor, Texas
Mantle, Lowell J.	Kenova, W. Va.
Marsh, Lelia	Joseph's Mills, W. Va.
Meadows, Vashti	Ashton, W. Va.
Mees, Clara	Mason, W. Va.
Milam, Otis H.	Persinger, W. Va.
Milbee, Grover C.	Hunt, W. Va.
Miller, Craig	Huntington, W. Va.
Miller, Mary Myrtle	Sinks Grove, W. Va.
Miller Pattie	Huntington, W. Va.
Miller, Vergie Lillian	Winona, W. Va.
Mills, Lillian	Huntington, W. Va.
Mitchell, C. E.	Banco, W. Va.
Mitchell, Ora Margaret	Huntington, W. Va.
Mitchell, Roy	Huntington, W. Va.
Modena, Cassie	Orange, Va.
Moore, Lillian Helen	War Eagle, W. Va.
Moore, Olive	
Moore, Winifred	Shinnston, W. Va.
Morris, Ossie Inez	Huntington, W. Va.
Morrison, J. Paul	Chesapeake, Ohio
Morrison, Rosa A.	Chesapeake, O.
Morrison, William Byron	Wayne, W. Va.
Morton, William Arnie	Fay, W. Va.
Murphy, Frank	Guyandotte, W. Va.
Myers, Doris A.	Huntington, W. Va.
Myers, Mebel Amanda	Huntington, W. Va.
Neal, George	Huntington, W. Va.
Newcomb, Alta	Huntington, W. Va.
Newman, Ford S.	Huntington, W. Va.
Newman, Ruhama	Lavalette, W. Va.
Nickell, Lillian H.	Bluefield, W. Va.
Nohe, Clarence Clyde	Willowdale, W. Va.
Northcott, Amizetta	Huntington, W. Va.
Northcott, Andrew	Huntington, W. Va.
Ollom, Fred J.	Montgomery, W. Va.
Ollom, Harlo G.	Montgomery, W. Va.

Owens, Christine	Guyandotte, W. Va.
Park, Carl Brook	Parkersburg, W. Va.
Parsons, Chester W.	Minerva, W. Va.
Parsons, May	Ripley, W. Va.
Paugh, Delora Lester	Huntington, W. Va.
Perry, Thomas	Wayne, W. Va.
Perry, William	Wayne, W. Va.
Peters, Gordon B.	Huntington, W. Va.
Peters, Virginia S.	Barn, W. Va.
Phillips, David R., Jr.	Huntington, W. Va.
Phillips, Rachel	Huntington, W. Va.
Pifer, F. Horace	Huntington, W. Va.
Priddie, Adelina Vincent	Huntington, W. Va.
Pringle, Eva	Cottageville, W. Va.
Pritchard, Louise C.	Guyandotte, W. Va.
Proctor, Emily	Huntington, W. Va.
Pullen, Joe W.	Bradyville, W. Va.
Quinlan, Emray	Huntington, W. Va.
Ramsey, Bessie A.	Coalwood, W. Va.
Ramsey, James	Huntington, W. Va.
Ramsey, William Jonathan	Huntington, W. Va.
Reeser, Edgar	Huntington, W. Va.
Reid, Paul G.	Huntington, W. Va.
Reynolds, Jewell	Hurricane, W. Va.
Riddle, Fannie	Glen Alum, W. Va.
Rider, Lucy	Huntington, W. Va.
Rider, Mattie	Huntington, W. Va.
Righter, Charles Russell	Sanoma, W. Va.
Rightmire, Buren	Huntington, W. Va.
Richardson, Bertha	Ashton, W. Va.
Riley, Alma	Ripley, W. Va.
Riley, Elsa Irene	Ripley, W. Va.
Ritz, Rosa	Huntington, W. Va.
Roberson, Gertrude	Huntington, W. Va.
Rolfe, Mary Virginia	Huntington, W. Va.
Rousey, Schuyler C.	Huntington, W. Va.
Roush, William	Guyandotte, W. Va.
Ruckman, John Kent	Borland, W. Va.
Sanborn, Audrey	Huntington, W. Va.
Sayre, Marie	Angerona, W. Va.
Sayre, Olson O.	Letart, W. Va.
Schweitzer, Nicholas	Prudence, W. Va.
Sedinger, Loren H.	Guyandotte, W. Va.
Seigrist, Louisa Catherine	Mason, W. Va.
Shawver, Marvin R.	Divide, W. Va.

Sikes, Minnie Frances	Huntington, W. Va.
Simmons, Gerald Brenton	Linden, W. Va.
Simmons, Stanley, Enant	Lone-Oak, W. Va.
Simmons, Willie A.	Harrisville, W. Va.
Simms, Emma Mary	Winfield, W. Va.
Simms, Robert Marshall	Huntington, W. Va.
Smith, Josephine H.....	Parkersburg, W. Va.
Smith, Katherine	Newark, W. Va.
Snyder, Wilmer C.	Romney, W. Va.
Spencer, Mattie May	Henderson, W. Va.
Spicer, Joseph Henry	Spring Gap, W. Va.
Spurlock, Carl E.	Wayne, W. Va.
Staats, Bessie Goldie	Sissonville, W. Va.
Stark, Okey, M.	Belleville, W. Va.
Starkey, Winona G.	Glenwood, W. Va.
Steele, John Glen	Walker, W. Va.
Stephenson, Leah E.	Huntington, W. Va.
Stephenson, Ruby	Huntington, W. Va.
Stevens, Lillian Alpha	Huntington, W. Va.
Sullivan, John Mitchell.....	Lavalette, W. Va.
Sutherland, Mabel Ina	St. Albans, W. Va.
Swann, Ella	Huntington, W. Va.
Swann, Helen Morris	Huntington, W. Va.
Sweeney, Sadie Florence	Huntington, W. Va.
Taft, John Hopkins.....	Huntington, W. Va.
Tallman, Olive	Tariff, W. Va.
Terry, Erma M.	Huntington, W. Va.
Thomas, Henry P.....	Huntington, W. Va.
Thomas, Letitia	New Haven, Conn.
Thornburg, Irving	Huntington, W. Va.
Thornton, Fred Mynatt	Huntington, W. Va.
Titus, William Roy	Huntington, W. Va.
Totten, Edythe Maude	Caldwell, W. Va.
Totten, Amanda Pearl	Caldwell, W. Va.
Trainor, Olive	Huntington, W. Va.
Trippett, Everett	Big Bend, W. Va.
Tully, Della	Divide, W. Va.
Tully, Lucile	Divide, W. Va.
Turley, Cynthia	Ona, W. Va.
Turner, Lois L.....	Huntington, W. Va.
Tyler, Nancy Harwood	Spilman, W. Va.
VanBibber, Laura B.	Huntington, W. Va.
Vaughan, Eunice	Ashton, W. Va.
Vaughan, Gladys.....	Kessler's Cross Lanes, W. Va.
Vickers, James Albert.....	Banco, W. Va.

Vorderbrueggen, John Charles	Proctor, W. Va.
Wade, Nellie	Huntington, W. Va.
Wallis, Walter C.	Mercer's Bottom, W. Va.
Walton, Ethel V.	Huntington, W. Va.
Ward, Olive H.	Ashland, Ky.
Ward, Raleigh Pearl	Leon, W. Va.
Watkins, James W.....	Dorr, W. Va.
Watson, Beryl A.....	Ben's Run, W. Va.
Weigle, Myrtle.....	Elizabeth, W. Va.
White, Dorsey Bryan	Gordon, W. Va.
White, Mary Jane	St. Cloud, W. Va.
White, Oza	Willow Wood, Ohio
Whieside, Charlie	Leon, W. Va.
Whitley, Mildred	Huntington, W. Va.
Whitman, Katie	Bromhurst, W. Va.
Wiley, Elizabeth	Huntington, W. Va.
Wiley, John L.	Hughart, W. Va.
Wiley, Lace	Huntington, W. Va.
Willey, Norma	Hurricane, W. Va.
Willis, Lloyd Russell	Chesapeake, Ohio
Wilson, Minter Lowther	Cairo, W. Va.
Winter, Beulah	Fairplain, W. Va.
Winter, C. F	Fairplain, W. Va.
Winters, Ernest Emile	Huntington, W. Va.
Wise, Charles W.	Glenwood, W. Va.
Witten, Lewis Clark	Witten, Ohio
Wood, Maude	Romont, W. Va.
Workman, Bernard O.	Huntington, W. Va.
Wylie, Ruth	Huntington, W. Va.
Yates, Gladys	Huntington, W. Va.
Yoho, Floy Beryl	Woodlands, W. Va.
Young, Florence	Glen, W. Va.
Young, Harry K.	Huntington, W. Va.
Young, Mabel	Glen, W. Va.
Young, Nannie E.	Easy, W. Va.

MUSIC DEPARTMENT

Graduating Class, 1911.

Huey, Bess A.	Ravenswood, W. Va.
--------------------	--------------------

Certificate Class, 1911.

Buck, Nadine	Huntington, W. Va.
Carder, Agnes	Huntington, W. Va.

Adams, Delila	Sutton, W. Va.
Adams, Mary Elizabeth	Huntington, W. Va.
Adams, Virginia Wood	Huntington, W. Va.
Anderson, Lucile	Huntington, W. Va.
Anderson, Mabel	Huntington, W. Va.
Andrews, Ralph	Huntington, W. Va.
Ankrom, Jessie	Alma, W. Va.
Archer, P. E.	Huntington, W. Va.
Atkins, Mattie	Huntington, W. Va.
Bailey, Laura	Sistersille, W. Va.
Barber, Beatrice	Huntington, W. Va.
Bartley, Ada T.	Huntington, W. Va.
Bartley, Mrs.	Huntington, W. Va.
Bell, Edna	Huntington, W. Va.
Bell, Lilian	Huntington, W. Va.
Beuhring, Lucile	Huntington, W. Va.
Biederman, Lillie	Guyandotte, W. Va.
Blazer, Ortha V.	
Bondley, Lela	
Bugbee, Mrs. Fred	
Burdette, Gertrude	Point Pleasant, W. Va.
Burns, Anthony	Blue Sulphur Springs, W. Va.
Burton, Owen	Huntington, W. Va.
Callaway, Hila Edith	Marshes, W. Va.
Campbell, Jennie Eloise	Huntington, W. Va.
Carter, Elizabeth	Huntington, W. Va.
Cassell, Rachel E.	Wanless, W. Va.
Cavendish, Margaret	Huntington, W. Va.
Cavendish, Virginia	Huntington, W. Va.
Chapman, Mrs. Lucile	Huntington, W. Va.
Cherry, Mary Christine	Guyandotte, W. Va.
Clark, Helen	Huntington, W. Va.
Clark, Isabel	Huntington, W. Va.
Cloud, Ruth Maude	Pemberton, W. Va.
Coffman, Maybel	Fort Spring, W. Va.
Colbert, Ada R.	Huntington, W. Va.
Compton, Macil	Huntington, W. Va.
Corbly, Inez	Huntington, W. Va.
Corbly, Lawrence	Huntington, W. Va.
Crow, Agnes	Willow Grove, W. Va.
Crum, Mary	Huntington, W. Va.
Cummings, Genevieve	Guyandotte, W. Va.
Curnutt, Hazel	Huntington, W. Va.
Darnell, Noma	Walker, W. Va.
Davis, Ava	

Dodge, Ruth	Fitzpatrick, W. Va.
Dolan, Margaret	
Dunlap, Mrs. J. A.	Huntington, W. Va.
Edler, Pearl	Huntington, W. Va.
Ennis, Lillie Mae	Firecreek, W. Va.
Ferguson, Kathleen	Huntington, W. Va.
Ferguson, Lillian	Huntington, W. Va.
Fox, St. Elmo	Huntington, W. Va.
Gardner, Alice Agnes	Proctorville, Ohio
Gardner, Edith	Proctorville, Ohio
George, Eva Mae	Beckley, W. Va.
Gerlach, Dahlia	Huntington, W. Va.
Gerlach, Pansy	Huntington, W. Va.
Gholson, Mrs. Harvey	Huntington, W. Va.
Gholson, Bess	Huntington, W. Va.
Good, Vida	War Eagle, W. Va.
Gotschall, Jane	Huntington, W. Va.
Griffith, Zoma	Danville, W. Va.
Guthrie, Kathleen	Huntington, W. Va.
Hale, Janie B.	Green Sulphur Springs, W. Va.
Hamilton, Frances	Huntington, W. Va.
Hammond, Lillie	West Union, W. Va.
Hahhah, Mary	Yelk, W. Va.
Hannaman, Carrie	Elizabeth, W. Va.
Harrison, Gertrude	Milton, W. Va.
Hawkins, Louise	Huntington, W. Va.
Henderson, Vena	Huntington, W. Va.
Henry, Elizabeth	Grassy Meadows, W. Va.
Hill, Mary	Huntington, W. Va.
Hobbs, Jenny Lind	Hinton, W. Va.
Huntington, Beatrice	Huntington, W. Va.
Jones, Mabel M.	Huntington, W. Va.
Jones, Mrs. Myrtle S.	Huntington, W. Va.
Lambert, Louise	Wayne, W. Va.
Learn, Neva	Huntington, W. Va.
Lefkowitz, Yevette	Huntington, W. Va.
Lowry, Bessie	Huntington, W. Va.
McCurdy, Lillian	Huntington, W. Va.
McDonald, Mabel	Huntington, W. Va.
McElroy, Florence	Huntington, W. Va.
McGuire, Ethel	Riley, W. Va.
McKeever, Lynette	Huntersville, W. Va.
Marsh, Lelia	Joseph's Mills, W. Va.
Miller, Myrtle	Alderson, W. Va.
Mills, Ada	Huntington, W. Va.

Mitchell, Mrs. H. K.	Huntington, W. Va.
Moore, Lillias H.	War Eagle, W. Va.
Painter, Ocie K.	Roseville, W. Va.
Parish, Ruth	
Peters, Virginia	Barn, W. Va.
Pitts, Dandridge	Huntington, W. Va.
Priddie, Adelina	Huntington, W. Va.
Proctor, Emily	Huntington, W. Va.
Ramsey, Bessie	Coalwood, W. Va.
Reeser, Nellie E.	Huntington, W. Va.
Reynolds, Jewel	Hurricane, W. Va.
Ritz, Alva Kathryn	Bluefield, W. Va.
Roe, Helen	Huntington, W. Va.
Roe, Mrs. Ira	Huntington, W. Va.
Sayre, Marie	Angerona, W. Va.
Sears, William H.	
Selbee, Ruth	Ceredo, W. Va.
Shank, Marguerite	Huntington, W. Va.
Shepherd, Urna	Guyandotte, W. Va.
Sikes, Minnie	Huntington, W. Va.
Simons, Marie	Huntington, W. Va.
Smith, Robin	Huntington, W. Va.
Stark, Jessie	Huntington, W. Va.
Stevenson, Lola	
Stevenson, Ruby	Huntington, W. Va.
Stevens, Bessie	Huntington, W. Va.
Strickling, George	Huntington, W. Va.
Swanson, Virgie	
Tallman, Olive	
Taylor, Bertha	Huntington, W. Va.
Thornburg, Josephine	Huntington, W. Va.
Toole, Anna Florence	Ceredo, W. Va.
Totten, Maude	Caldwell, W. Va.
Totten, Pearl	Caldwell, W. Va.
Trent, George	Huntington, W. Va.
Tucker, Thelma	Huntington, W. Va.
Tufts, Helen	Huntington, W. Va.
Turley, Cynthia	Ona, W. Va.
Tyler, Virginia	Spilman, W. Va.
Tyler, Nancy	Spilman, W. Va.
Watson, Bess	Whipple, W. Va.
Watts, Margaret	Huntington, W. Va.
Weil, Lillian	Huntington, W. Va.
Werniger, Mary Rebecca	Huntington, W. Va.
Whieldon, Lucile	Huntington, W. Va.

Whitley, Eva Fay	Huntington, W. Va.
Wigner, Gladys	Huntington, W. Va.
Williamson, Mary Ellen	Huntington, W. Va.
Wilson, Isabella Chilton	Arbuckle, W. Va.
Wilson, Nannie Lee	Ceredo, W. Va.
Wollerton, Mrs.	Huntington, W. Va.
Worden, Evelyn V.	Guyandotte, W. Va.
Wright, Alberta	Ceredo, W. Va.
Wright, Gladys Bell	Ceredo, W. Va.
Wright, Goldie Bias	Huntington, W. Va.
Wyatt, Morton Sloane	Huntington, W. Va.
Yates, Annie	Huntington, W. Va.
Young, Eutha	Huntington, W. Va.

EXPRESSION

Graduating Class, 1911.

Glick, Sara Lewis	Huntington, W. Va.
Backus, Lenore	Oak Hill, W. Va.
Barton, Lilian	Huntington, W. Va.
Bondley, Lelia	
Cammack, Howard	Huntington, W. Va.
Fields, Beatrice Pearl	Huntington, W. Va.
Huddleston, Willie	Oak Hill, W. Va.
Hurd, Ferne	Huntington, W. Va.
Lee, Margaret	West Milford, W. Va.
Mankin, Affa	Oak Hill, W. Va.
Mankin, Vera	Oak Hill, W. Va.
Marple, Albert	Huntington, W. Va.
Solof, A.	Huntington, W. Va.
Solof, Mrs. A.	Huntington, W. Va.
Solof, Mrs. Belle	Huntington, W. Va.
Solof, Mrs. Dora	Huntington, W. Va.
Tallmar, Olive	Tariff, W. Va.
Tallmar, Pearl	Tariff, W. Va.
Totten, Pearl	Caldwell, W. Va.
Walton, Mary	Huntington, W. Va.

MODEL SCHOOL

Eighth Grade Graduating Class.

Carey, Arthur Carl	Huntington, W. Va.
Carter, Thelma Elizabeth	Huntington, W. Va.
Daniel, Anabel	Huntington, W. Va.

Geiger, Anna Frances	Huntington, W. Va.
Gwinn, William Alexander	Springdale, W. Va.
Helmick, Carl Howard	Chesapeake, Ohio
Lyon, Mary Louise	Huntington, W. Va.
Meeks, Ethel Marie	Huntington, W. Va.
Roberts, Narcissus	Huntington, W. Va.
Whiledon, Margaret Lucile	Huntington, W. Va.
White, Dorsey Bryan	Gordon, W. Va.
White, Essie Helen	Man, W. Va.
White, Oza Walter	Man, W. Va.
Williamson, Mary Ellen	Huntington, W. Va.
Yates, Annie Elizabeth	Huntington, W. Va.

Grades Seven to One

Allen, Fay	Huntington, W. Va.
Ansell, Irma	Huntington, W. Va.
Ashworth, Lillian	Huntington, W. Va.
Atkinson, Parthenia	Huntington, W. Va.
Baber, Elma	Huntington, W. Va.
Baber, Elwin	Huntington, W. Va.
Bagby, Garland	Huntington, W. Va.
Bank, Hannah	Huntington, W. Va.
Berry, Scott	Huntington, W. Va.
Biggs, George	Huntington, W. Va.
Bishop, Marjorie	Huntington, W. Va.
Blanchard, Elmira	Huntington, W. Va.
Bowen, Garland	Huntington, W. Va.
Brackman, Howard	Huntington, W. Va.
Bradshaw, Herman	Huntington, W. Va.
Brammer, Orin	Huntington, W. Va.
Bronson, Anna M.	Huntington, W. Va.
Bronson, Charles	Huntington, W. Va.
Brown, John	Huntington, W. Va.
Brown, Walter	Huntington, W. Va.
Browning, Wade	Man, W. Va.
Buffington, Caro Louise	Huntington, W. Va.
Burchett, Adelaide	Huntington, W. Va.
Burns, Orin	Huntington, W. Va.
Callard, Alfred	Huntington, W. Va.
Callaway, Mary	Huntington, W. Va.
Callaway, Lucile	Huntington, W. Va.
Cammack, Howard	Huntington, W. Va.
Campbell, Jennie Eloise	Huntington, W. Va.
Carter, Carol	Huntington, W. Va.
Carter, Dayton,	Huntington, W. Va.

Carter, Elizabeth	Huntington, W. Va.
Cavendish, Henry	Huntington, W. Va.
Cavendish, Marguerite	Huntington, W. Va.
Chambers, Harvey	Huntington, W. Va.
Cherry, Mary Christine	Guyandotte, W. Va.
Childers, Esther	Lavalette, W. Va.
Christian, Herbert D.	Huntington, W. Va.
Clarke, Lewis	Huntington, W. Va.
Larke, Mildred	Huntington, W. Va.
Clarke, Wyndham	Huntington, W. Va.
Connell, Carl	Huntington, W. Va.
Cook, Chester	Huntington, W. Va.
Corbly, Lawrence	Huntington, W. Va.
Crouch, Lucile	Huntington, W. Va.
Daniel, Ouida	Huntington, W. Va.
Dickerson, Fern	Queen's Ridge, W. Va.
Dillard, Margaret	Huntington, W. Va.
Dodge, Ruth Marie	Fitzpatrick, W. Va.
Donovan, Ruth	Huntington, W. Va.
Doolittle, Jean	Huntington, W. Va.
Drake, Aylene	Kellogg, W. Va.
Eaton, James	Proctorville, W. Va.
Eaton, Robert	Proctorville, W. Va.
Eaton, Rufus	Proctorville, W. Va.
Egerton, Imogene	Huntington, W. Va.
Egrey, Charlotte	Huntington, W. Va.
Egrey, Olga	Huntington, W. Va.
Emmons, Arthur	Huntington, W. Va.
Emmons, Carlton	Huntington, W. Va.
Emmons, Howard	Huntington, W. Va.
Farrar, John	Huntington, W. Va.
Farry, Monica	
Ferguson, Archie	Huntington, W. Va.
Ferguson, Carl	Huntington, W. Va.
Ferguson, Clarence	Huntington, W. Va.
Ferguson, Kathleen	Huntington, W. Va.
Fitch, Anita	Huntington, W. Va.
Fitch, Carolyn	Huntington, W. Va.
Fitch, Gertrude	Huntington, W. Va.
Fitch, Mary	Huntington, W. Va.
Friedman, Charlotte	Huntington, W. Va.
Friedman, Oga	Huntington, W. Va.
Freutel, Frederick M.	Guyandotte, W. Va.
Garland, James	Huntington, W. Va.
Gentry, Ada	Huntington, W. Va.

Gorman, Eugene	Huntington, W. Va.
Gould, Hawley	Huntington, W. Va.
Grass, Wilmer	Green Bottom, W. Va.
Graves, Virginia	Huntington, W. Va.
Gregory, Jean	Huntington, W. Va.
Guthrie, Elizabeth	Huntington, W. Va.
Hagen, Mary	Huntington, W. Va.
Hall, Ray	Huntington, W. Va.
Hall, Park	Huntington, W. Va.
Handlin, Lois	Huntington, W. Va.
Handlin, Thelma	Huntington, W. Va.
Harrison, Lucian	Huntington, W. Va.
Harrison, Mary	Huntington, W. Va.
Harrison, Otis Trent	Huntington, W. Va.
Hicks, Xelphia	Huntington, W. Va.
Hill, Lottie	Victor, W. Va.
Hilton, Bertha	Winona, W. Va.
Hite, Mary	Huntington, W. Va.
Hope, Pearl	Huntington, W. Va.
Homrich, Celeste	Huntington, W. Va.
Hoschar, Amanda	Huntington, W. Va.
Ingram, Carl	Huntington, W. Va.
Ingram, Marjorie	Huntington, W. Va.
Janes, Edna	Huntington, W. Va.
Jenkins, Emma	Huntington, W. Va.
Jobe, Otis	Huntington, W. Va.
Jordan, Reid	Huntington, W. Va.
Keathley, Georgia	Huntington, W. Va.
Keeney, Nettie	Huntington, W. Va.
Kent, Geneva	Huntington, W. Va.
Locke, William	Huntington, W. Va.
Love, Paul	Huntington, W. Va.
McClure, Eula	Huntington, W. Va.
McDonald, Donald	Huntington, W. Va.
McDonald, Mabel	Man, W. Va.
McElroy, Frances	Huntington, W. Va.
Martin, Marie	Huntington, W. Va.
Martin, Russell	Huntington, W. Va.
Mathews, Robert	Huntington, W. Va.
Maxwell, Jewell	Huntington, W. Va.
May, Beulah	Huntington, W. Va.
May, Helen	Huntington, W. Va.
Meek, Gerald	Huntington, W. Va.
Miller, Daisy	Huntington, W. Va.
Moore, Aylette	Huntington, W. Va.

Moore, Hallock	Huntington, W. Va.
Moore, Olive	Huntington, W. Va.
Myers, Carolyn	Huntington, W. Va.
Myers, Edwin	Huntington, W. Va.
Nance, Paul	Huntington, W. Va.
Norville, John	Huntington, W. Va.
Offutt, Frank	Huntington, W. Va.
Paul, Margaret	Huntington, W. Va.
Peters, Gordon	Kellogg, W. Va.
Pinkerman, Owen	Huntington, W. Va.
Plummer, Walter	Huntington, W. Va.
Pollock, Anyce	Huntington, W. Va.
Poole, Ella	Huntington, W. Va.
Preston, Ethel	Glen Alum, W. Va.
Price, Irene	Huntington, W. Va.
Price, Laben	Huntington, W. Va.
Priddy, Cecil	Huntington, W. Va.
Pritchard, Ralph	Huntington, W. Va.
Pulverman, Sophia	Huntington, W. Va.
Reed, Virginia	Huntington, W. Va.
Reed, Walter	Huntington, W. Va.
Reese, Lawrence	Huntington, W. Va.
Reid, Clarence	Huntington, W. Va.
Reid, Marguerite	Huntington, W. Va.
Reid, Ruth	Huntington, W. Va.
Remner, Antoinette	Huntington, W. Va.
Renner, Carolyn	Huntington, W. Va.
Renner, Ernest	Huntington, W. Va.
Rifle, Clifford	Huntington, W. Va.
Rifle, Lucile	Huntington, W. Va.
Rightmire, Agnes	Huntington, W. Va.
Rightmire, Harl	Huntington, W. Va.
Rightmare, Zilah	Huntington, W. Va.
Ritter, Lloyd	Huntington, W. Va.
Robertson, Murry	Huntington, W. Va.
Rousey, Virgil	Huntington, W. Va.
Saunders, William	Glenwood, W. Va.
Sikes, Flora	Huntington, W. Va.
Sikes, Walter	Huntington, W. Va.
Skene, Agnes	Huntington, W. Va.
Solof, James	Huntington, W. Va.
Spry, Harrison	Dunlow, W. Va.
Stanley, Roland	Huntington, W. Va.
Starkey, Russell	Glenwood, W. Va.
Stevenson, Ruby	Huntington, W. Va.

Stevenson, June	Huntington, W. Va.
Stowers, Thomas	Huntington, W. Va.
Tate, Allen	Huntington, W. Va.
Taylor, Nina	Huntington, W. Va.
Thompson, Harley	Huntington, W. Va.
Thornburg, Josephine	Huntington, W. Va.
Thornburg, Pauline	Huntington, W. Va.
Thornburg, Rosalie	Huntington, W. Va.
VanBibber, Rachel	Huntington, W. Va.
Verlander, Nancy	Huntington, W. Va.
Vickers, Leonard	Huntington, W. Va.
Vickers, Lola	Huntington, W. Va.
Vinson, Ruth	West Hamlin, W. Va.
Vinson, Taylor	Huntington, W. Va.
Wagner, Joseph	Kimball, W. Va.
Watters, Hugh	Huntington, W. Va.
Watts, Cornelius	Huntington, W. Va.
Watts, Margaret	Huntington, W. Va.
Watts, Vickers	Huntington, W. Va.
Weider, Carl	Huntington, W. Va.
Whitehead, Herschel	Huntington, W. Va.
Williams, Howard	Huntington, W. Va.
Williamson, Vickers	Huntington, W. Va.
Wilson, Walton	Guyandotte, W. Va.
Wilson, Roberta	Huntington, W. Va.
Wilson, Rachel	Huntington, W. Va.
Winget, Walter	Huntington, W. Va.
Winters, Andrew	Huntington, W. Va.
Woo, Harry	Huntington, W. Va.
Wood, Bessie	Romont, W. Va.
Wood, Dewey	Ceredo, W. Va.
Wood, John Eddie	Huntington, W. Va.
Worden, Evelyn	Guyandotte, W. Va.
Yates, Walter	Huntington, W. Va.
Yost, Vivian	Huntington, W. Va.
Zellar, Margaret	Huntington, W. Va.
Zellar, Sylvia	Huntington, W. Va.

INDEX

Appropriations	18
Athletics	110
Buildings and Grounds	108
Calendar	5
College Hall	98
1. Additional Rooms	105
2. Advantages, Some	100
3. Comforts	99
4. Contingent Fee	102
5. Conveniences	100
6. Directions and Suggestions	106
7. Government	104
8. Improvements	107
9. Room-Rent	101
10. Table Board	103
11. Who are Admitted	98
Cost, per Student Enrolled.....	19
Courses of Study	
1. Arranged by Years or Quarters	
(1) Academic Elective	32
(2) Classic	30
(3) Expression	46
(4) Model School	66
(5) Modern Language	31
(6) Music	78
(7) Normal	33
2. Outlined in Detail	
(1) Biology	49
(2) Education	54
(3) English	38
(4) Expression	45
(5) French	45
(6) Geography and Geology	51
(7) German	44
(8) Greek	43
(9) History	41
(10) Latin	42
(11) Manual Arts	46

(12) Mathematics	40
(13) Music	78
a. Piano	79
b. Violin	83
c. Voice	82
(14) Physics and Chemistry	48
Credits	22
Entrance Requirements	27
Examinations	84
Executive Officers—in the school.....	7
Expenses	91
1. Board	93
2. Books	94
3. Fees	94
4. Quarterly and Annual	96
Faculty	8
Fees	
1. Academic Elective, Classic, Modern Language and Normal Courses.....	28 & 94
2. Expression Course	28 & 95
3. Model School.....	28, 58, 66 & 94
4. Music	
(1) Piano	28, 81 & 94
(2) Violin	83
(3) Voice	28, 82 & 95
Government	16
Graduates, Number of Each Year since 1871..	113
Graduation	85
History, of the School.....	12
Important Changes	
1. In the Work	23
2. In the Faculty	24
Informational	12
Lecture Course	112
Library	86
Loan Fund, for Students.....	26
Location, of the School.....	13

Name, of School	12
Names, of Students	116
Official Boards	6
Oratorical Contest, Class 1908.....	112
Organization, of the School.....	12
Regulations and Explanations	19
Standing Committees	11
Student Organizations	109
Suggestions	112



(12) Mathematics	40
(13) Music	78
a. Piano	79
b. Violin	83
c. Voice	82
(14) Physics and Chemistry	48
Credits	22
Entrance Requirements	27
Examinations	84
Executive Officers—in the school.....	7
Expenses	91
1. Board	93
2. Books	94
3. Fees	94
4. Quarterly and Annual	96
Faculty	8
Fees	
1. Academic Elective, Classic, Modern Language and Normal Courses.....	28 & 94
2. Expression Course	28 & 95
3. Model School.....	28, 58, 66 & 94
4. Music	
(1) Piano	28, 81 & 94
(2) Violin	83
(3) Voice	28, 82 & 95
Government	16
Graduates, Number of Each Year since 1871 .	113
Graduation	85
History, of the School.....	12
Important Changes	
1. In the Work	23
2. In the Faculty	24
Informational	12
Lecture Course	112
Library	86
Loan Fund, for Students.....	26
Location, of the School.....	13

Name, of School	12
Names, of Students	116
Official Boards	6
Oratorical Contest, Class 1908.....	112
Organization, of the School.....	12
Regulations and Explanations	19
Standing Committees	11
Student Organizations	109
Suggestions	112



